

# **CLASSIFICATION AND SUBJECT HEADINGS**

**COURSE CODE: 9208**

**UNITS: 1-9**

## **SUDY GUIDE**

### **BS-LIBRARY AND INFORMATION SCIENCES**

**AIOU website:** <https://aiou.edu.pk>

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**ALLAMA IQBAL OPEN UNIVERSITY, ISLAMABAD**  
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## **Course Organization**

This course has been organized in nine units with the purpose to help you in completing your required course work. Each unit starts with an introduction which provides an overall overview of that particular unit. The introduction part is followed by *objectives* in each unit that shows the basic learning purposes. Similarly, the rationale behind these objectives is that after reading unit a student should be able to explain, discuss, compare, and analyze the concepts studied in that particular unit. Hence, this study guide is intended to be a concise appetizer and learning tool in which the course contents are briefly introduced.

This study guide is based on prescribed reading materials. Students are bound for studying these materials so as to have successful completion of the course. Few self-assessment questions and activities have been put forth for the students. These questions are meant to facilitate students/you in understanding that how much student/you have learned.

For this course, a 3-days workshop and four tutorial classes are arranged in university's study center. These tutorial classes are not formal lectures given in any formal university. These are meant for group and individual discussion with tutor to facilitate you. So, before going to attend a tutorial, prepare yourself to discuss course contents with your tutor. (04 classes in total for each course in every semester with non-compulsory attendance) and workshop (03 days for each course in every semester with at least 70% compulsory attendance) support will also be provided.

After completing the study of first 5 units the 'Assignment No. 1' is due. The second assignment that is 'Assignment No. 2' is due after the completion of next 4 units. These two assignments are to be assessed by the relevant tutor/resource person. Students/you should be very careful while preparing the assignments because these may also be checked with Turnitin for plagiarism.

## **Assessment/Evaluation of Students' Coursework**

Multiple criteria have been adopted to assess students' work for each courses, except Research Thesis, as under.

- a) Written examination to be assessed by the Examination Department, AIOU at the end of each semester = 70% marks (pass marks 50%). AIOU examination rules apply in this regard.
- b) Two assignments and/or equivalent to be assessed by the relevant tutor/resource person = 30% marks (pass marks 50% collectively).

All the matters relating to Research Thesis will be dealt with as per AIOU rules. However, the pass marks for Research Thesis is 50% both in evaluation of research report and viva voce examination separately.

## **Course Introduction**

This course is of three credit hours and contains nine units. The introduction provided at the start of each unit summarizes contents within that unit. The students should study this carefully so as to have idea of the syllabi and prepare themselves for the solution of assignments, assessment questions, activities, and final examination. A brief introduction of the whole course is provided in the following paragraphs.

Classification is a method used by humans to organize entities, thoughts, objects, and phenomena. This process is related to the organization of knowledge and the way people learn, remember, and know about the world. There is a basic human drive to categorize as it allows people to make useful assumptions about new things by making comparisons with well-known things. The act of classifying is a mental process by which things, beings, or thoughts are grouped together according to their similarities or differences. That is classifying means to divide into groups or classes according to differences and similarities; to arrange concepts according to their similarities and differences in a certain number of methodically distributed groups. Accordingly, the classification process is the action by which the subjects of documents are classified aiming at arranging them in logical order, grouping together the items of information concerning similar subjects.

Thus, in Library and Information Science, classification can be viewed as a comprehensive hierarchical structure for organizing information resources on linear shelves. In this context, classifications or modern bibliographic classifications emerged in the late 1800s and early 1900s to handle early stages of the print revolution, i.e., to organize, store, and retrieve information resources/bibliographic materials. In the context of Library and Information Science, bibliographic classification is understood as the process of arranging books according to their subject, and a pre-established system, allowing them to be stored in a certain order in the collection, i.e., they have a relative location. Thus, bibliographic classification is, in the broad sense of the term, a process of indexation since it aims to gather informational items (from collections, catalogs, and bibliographies) whose contents have similar subjects arranged based on logical principles of organization.

Thus, this course has been particularly designed for library and information sciences students with the purpose to prepare them for their future role in librarianship. The expected learning outcomes of this course include a combination of knowledge, values, attitudes and skills with a particular emphasis on its use in classification, subject headings, and cataloguing in libraries.

## **Objectives of the Course**

After studying this course the students will be able to:

1. Explain the concept of library classification
2. Describe various library classification schemes
3. Know the first summary as well as outlines of each of the classes in Dewey Decimal Classification scheme (DDC)
4. Explain the process and philosophy of number building for different subjects in DDC
5. Understand the purpose and uses of seven tables of DDC
6. Define subject heading
7. The procedure of identify subject heading of a document
8. Discuss the principles/ grammar of creating a subject heading
9. Classify books of any subject

## Recommended Reading

- Scott, M. L. (1998). *Dewey Decimal Classification, 21<sup>st</sup> edition: A study manual and number building guide*. Englewood, Colorado: Libraries Unlimited. Available at: <http://gen.lib.rus.ec/book/index.php?md5=289F358EEA4B28F61D110553AE852475>
- Miller, J. & Bristow, B. A. (Eds.). (2007). *Sears list of subject headings* (19<sup>th</sup> ed.). New York: The H. W. Wilson Company. Available at: <http://api.ning.com/files/UosqTfXFuFGPXsobch1cYPy1fqCkxEMS2rNTmSJbmtEDpdlYmpS2yGRCzN9hB8healggr1rtuLCqVtZedFqbywMWUhAn55r/sears>

## Suggested Readings

- Satija, M. P., and Martínez-Ávila, D. (2015). Features, functions and components of a library classification system in the LIS tradition for the e-environment. *Journal of Information Science Theory and Practice*, 3(4): 62-77.
- Satija, M. P. (2007). *The theory and practice of Dewey decimal classification system*. Chandos Publishing, UK.
- OCLC Online Computer Library Centre (2019). *Dewey Decimal Classification (DDC) summaries: A brief introduction to the Dewey Decimal Classification system*. Retrieved from <https://www.oclc.org/en/dewey/resources/summaries.html>
- OCLC Online Computer Library Centre (2019). *New features in edition 23*. Retrieved from [https://www.oclc.org/content/dam/oclc/dewey/versions/print/new\\_features.pdf](https://www.oclc.org/content/dam/oclc/dewey/versions/print/new_features.pdf)
- OCLC Online Computer Library Centre (n. d.). *Table 2. Geographic areas, and biography*. Retrieved from <https://www.oclc.org/content/dam/oclc/webdewey/help/table-2.pdf>
- OCLC Online Computer Library Centre (2019). *History and Current Use*. Retrieved from <https://www.oclc.org/en/dewey/resources/summaries.html#hist>
- OCLC Online Computer Library Centre (n. d.). *Table 1. Standard subdivisions*. Retrieved from <https://www.oclc.org/content/dam/oclc/webdewey/help/table-1.pdf>
- OCLC Online Computer Library Centre (2019). *Structure and notation*. Retrieved from <https://www.oclc.org/en/dewey/resources/summaries.html#struc>
- OCLC Online Computer Library Centre (n. d.). *Table 3. Subdivisions for individual literatures, for specific literary forms*. Retrieved from <https://www.oclc.org/content/dam/oclc/webdewey/help/table-3.pdf>
- OCLC Online Computer Library Centre (n. d.). *Table 4. Subdivisions of individual languages and language families*. Retrieved from <https://www.oclc.org/content/dam/oclc/webdewey/help/table-4.pdf>
- Practical exercises for subject headings assignment by using sears list of subject headings (SLSH) (n.d). Retrieved from [https://www.mpradhan.com.np/wp-content/uploads/documents/subject\\_heading/practical%20exercises%20for%20subject%20headings%20assignment%20by%20using%20-%20copy%202-1.pdf](https://www.mpradhan.com.np/wp-content/uploads/documents/subject_heading/practical%20exercises%20for%20subject%20headings%20assignment%20by%20using%20-%20copy%202-1.pdf)

## **UNIT NO. 1**

### **CLASSIFICATION: INTRODUCTION**

#### **1.1 Classification/Library Classification**

The term 'Classification' is a derivation from the Latin word "Classis" which connotes 'Grouping'. Classification is a procedure of grouping similar items and objects and is essential in formulating groups. This process helps the user to arrange, organize and make a logical sense of items which also assists the user to locate them in an easy manner. Classification is the ability to distinguish objects through their similarities and dissimilarities which is distinct in their identities for human beings. A major objective of libraries is to ensure that optimum use is made of their collections by leading each user as directly as possible to the material he or she requires. As an aide to the achievement towards this objective almost all libraries find it helpful and it is necessary to impose upon their books and other material one or more forms of subject control. One such form of subject control is known as classification. The classification of library involves placing together in classes the objects which contain characteristics in common and to separate from them the objects that do not have same characteristics. Classification also forms the basis of an order in handling literature and its records. It reveals the strengths and weaknesses of library collections and it is therefore essential for a systematic, comprehensive and representative book selection, through revision and withdrawal of unwanted stock. It also analyses the contents of books for readers through the medium of catalogue and is extremely helpful in the compilation of Bibliographies. It facilitates book display and can also be used for recording books issued out to the readers and when returned by them which allow an easy return of books to the shelves and in their right places. Library Classification is related with the arrangement of documents in the library in a manner that the readers are served in the best possible way. Therefore, it requires a detailed scheme of classification in which knowledge is divided into a broader perspective, which is again subdivided into subjects or main classes. Each subject and its divisions along with their specific aspects are represented by a system of numbers called Notation. It is the notation that helps in the arrangement of documents on the shelf. Library classification deals with the organizing of library materials, belongs to a systematic group. Library Classification can also be considered to be a process of putting books and other reading material on a subject in a logical sequence on the shelf, which could be of immense help to the users. It requires an adept thorough study and practice in the technique of classification of books, knowledge of the details and handling of the scheme of classification. A close familiarity with the broad spectrum of learning, its growth and the interrelationship of various components is also necessary. A good selection of books is the basis towards a good library collection and proper classification is fundamental in organizing collection and in the retrieval of specific books for use by the users. Classification is one of the most important steps in the organization of the libraries and has been appropriately called the "Foundation of Librarianship."

According to Berwick Sayers, library classification is "the arrangement of books on shelves or descriptions of them, in the manner which is most useful to those who read." Similarly, Dr. S. R. Ranganathan said that library classification is meant to be "the translation of the name of the subject of a book into a preferred artificial language of ordinal numbers". Librarianship consists of the selection, acquisition, organization and dissemination of knowledge presented in the form of books, periodicals, films, photographs, maps, gramophone records, audio and video tapes, Compact Discs, DVDs, Microfiche and Microforms. Knowledge must be organized in a library in an appropriate manner with the objective of dissemination.

Classification is a technique of organizing knowledge in a library as larger the number of unorganized books it is difficult to locate a particular book. Since books are the most common source of knowledge, the term 'Bibliographic Classification' is often used as a synonym for 'Library Classification'.

## **1.2 Classification Theory**

Classification theory has applications in all branches of knowledge. It is a method and a process for establishing classes in a classification system of elements that share at least one common characteristic and can be organized according to a point of view or specific characteristics. For example, individuals can be grouped according to age, gender, profession, etc. A classification cannot be permanent, accurate, and comprehensive because every different time and situation requires a specific classification. Every period of time has different characteristics, focus, thoughts, and theories which require their own classification structures. Therefore, the problem in the classification of a field of knowledge, from the Greek Dark ages to contemporary times, is the definition of the principles and postulates into which classes can be grouped to organize and represent the knowledge contained in the documents.

The origin of the art of knowledge classification probably dates back to 1491, with Angelo Poliziano, an Italian humanist and poet, with the publication of "Panepistemon," which showed, in schematic form, the relationships between the sciences. Before then, classification was just an art, like encyclopedias, for example, which were systematically organized based on some idea. In the field of Library and Information Science, the classification theory principles are applied to the organization of knowledge, initially developed for the creation of specific classification systems. These principles are related to the organization of groups of subjects according to their similarities and differences based on a set of characteristics. This is the field of information representation, which refers to the ordering of the classes of subjects in the classification schemes.

## **1.3 Library Classification Systems**

A classification is a tool for the organization of the phenomena of the universe or any of its parts or constituents. It groups objects into categories/classes based on shared properties with the purpose of bringing like items together. A modern library classification is a classification of knowledge as it is contained in documents of all sorts. It came into being for the purpose of arranging and retrieving information resources. In libraries, later, it was used for arranging classified catalogs and other information retrieval tools such as bibliographies. A modern library classification is more than knowledge classification, and beyond grouping, it has many intellectual and mechanical functions to perform. Since their modern origin in the 1870s, many library classification systems have been designed to organize and access knowledge in libraries.

### **1.3.1 General and Special Classifications**

A library classification may be general or special in coverage of subject areas. A general classification covers all subjects in the universe of knowledge. A special classification concentrates on a narrower range of topics, or the goods manufactured or services provided by the organization for which the classification has been developed. A special classification also refers to a classification of documents by form such as government reports, fiction, maps, or music. Such a classification is for micro-documents and in-depth subjects.



The taxonomy of the different types of classification has been expanded and systematized as follows: universal schemes, national general schemes, subject specific schemes, and home-grown schemes. Universal schemes are intended to classify the entire universe of human knowledge for use by anyone, anywhere. Examples are the Universal Decimal Classification (UDC), the Colon Classification (CC), the Bliss bibliographic classification (BC), the Dewey Decimal Classification (DDC), and the Library of Congress Classification (LCC). National general schemes are universal in subject coverage, but intended for use in a single country. Examples are the Nederlandse Basisclassificatie (BC), the Sveriges Allmåma Biblioteksfrörening (SAB), and the Nippon Dewey. This category may also include translated versions of the DDC in various languages incorporating provisions for the classification of local materials. Subject specific schemes are designed for use by a particular subject community or domain. Examples are the National Library of Medicine (NLM) scheme for medicine, Iconclass for art resources, Moy's Law Classification, and the London Education Classification, among many others. Home-grown schemes are those devised for use in a particular service or retrieval system or in a library. Examples are Yahoo!'s categories and reader-interest classifications. There is an abundance of homemade library classifications, but these do not survive long in the era of standardized systems.

- Some of the main general classification systems are:
- Dewey Decimal Classification (1876) / by Melvil Dewey
- Universal Decimal Classification (1905) / FID (International Federation for Information and Documentation), now UDCC (Universal Decimal Classification Consortium)
- Expansive Classification (EC, 1892) / by C.A. Cutter
- Library of Congress Classification (1904)
- Subject Classification (SC, 1906-1939) / by J.D. Brown
- Bibliographic Classification (BC, 1940-1953) / by H.E. Bliss
- Colon Classification (1933-1987) / by S.R. Ranganathan
- Bibliothecal Bibliographical Klassifikation (BBK, 1960-1970) / by VINITI (All-Russian Institute for Scientific and Technical Information), Russia
- Rider's International Classification (RIC, 1961) / by Fremont A. Rider
- Information Coding Classification (ICC, 1970) / by I. Dahlberg
- Bibliographic Classification second edition (BC-2, 1977-) / by J. Mills and V. Broughton
- Broad System of Ordering (BSO, 1978) / by Eric Coates

Of these, the DDC, UDC, and LCC are considered the big three systems. The CC and BC-2 are ideal and scientifically sound systems, arguably more complex and grounded than the previous three (see for instance Ranganathan, 1967). However, they have not been implemented and used as widely as the DDC and UDC due to lack of editorial support or a more aggressive marketing of institutions such as OCLC (Online Computer Library Center). The BSO and ICC are not shelf classifications, whereas the fate of the Russian BBK is not known. The rest, namely EC, SC, BC, and RIC, are now only of historical interest.

### **1.3.2 Functional Requirements of Bibliographic Classifications**

1. It has been claimed that modern bibliographical work demands a standard classification which:
2. brings together related classes and subjects;
3. is sufficiently subdivided to index everything of its class under;

4. is capable of further extension and subdivision, as our knowledge grows;
5. is recognized widely so that the users may easily find their way in it and with it;
6. has an extensive index of its classes in alphabetical sequence in order to navigate schedules;
7. has moderately mixed notation which shows hierarchy, is easy for arranging and finding the classified arrangement, is hospitable to new subjects, and allows interdisciplinary combinations;
8. is not subjected to too frequent revision or any drastic reorganization, and is not under experimentation;
9. has a body to market and maintain it with adequate resources and expertise; and
10. is available as a web based online database.
11. Practically, a library classification performs three functions:
12. Linking an information item on the shelves with its catalog entry. An item's class number forms part of its call number, and the latter is unique for every item in the library. The library classification thus enables items in a library catalogue to be located from the shelves.
13. It is a tool for information retrieval;
14. Facilitates browsing the collection, which results in serendipitous discoveries.

### **1.3.3. Functions of Library Classification Systems**

An ideal library classification system is supposed to have the following broader functions in the order of their generic importance:

1. Cognitive function (Mapping of knowledge)
2. Bibliographic function (Information retrieval)
3. Shelf arrangement function (Locating and browsing documents)

Apart from these, a library classification system should be:

- Explicit, recorded, and unambiguous with clear notes and instructions with examples
- Available to both classifiers and users
- Designed to comprehensively mirror the cognitive structure of subjects to potential users
- Designed to cover the literature, information, or knowledge base which it is supposed to organize. In other words, it should be based on literary warrant
- Preferably made available in varied but interoperable versions of details to suit libraries of different sizes

### **1.3.4 Purpose of Library Classification**

The following are the main purposes of library classification:

- 1. Helpful Sequence** - Classification helps in organizing the documents in a method most convenient to the users and to the library staff. The documents should be systematically arranged in classes based on the mutual relationship between them which would bring together all closely related classes. The basic idea is to bring the like classes together and separate these from unlike classes. The arrangement should be such that the user should be able to retrieve the required document as a result it will make a helpful sequence.
- 2. Correct Replacement** - Documents whenever taken out from shelf should be replaced in their proper places. It is essential that library classification should enable the correct replacement of documents after they have been returned from use.
- 3. Mechanized Arrangement** - It means to adopt a particular arrangement suitable for the library so that the arrangement remains permanent. The sequence should be determined

once for all, so that one does not have to pre-determine the sequence of documents once again when these are returned after being borrowed.

**4. Addition of New Document** - Library would acquire new documents from time to time therefore library classification should help in finding the most helpful place for each of those among the existing collection of the library. There are two possibilities in this regard. The new books may be on a subject already provided for in the scheme of library classification, or it may be on a newly emerging subject that may not have been provided in the existing scheme.

**5. Withdrawal of Document from Stock** - In this case, the need arises to withdraw a document from the library collection for some reason, and then library classification should facilitate such a withdrawal.

**6. Book Display** - Display is adopted for a special exhibition of books and other materials on a given topic. The term is used to indicate that the collection in an open access library is well presented and guided. Library classification should be helpful in the organization of book displays.

Other purposes include: Compilation of bibliographies, catalogues and union catalogues; Classification of information; Classification of reference queries; Classification of suggestions received from the users; Filing of non-book materials such as photographs, films, etc.

### **1.3.5 Elements of a Library Classification System**

A classification, in essence, is simply a systematically arranged list of subjects and their subdivisions in the universe of knowledge. To be of practical use in libraries, a classification needs additional features, and these are what make it into a system. A library classification scheme has three broader components;

**1. The schedules:** In schedules subjects are listed systematically in arrays and chains showing their inter and intra relationships.

**2. Notation:** Notation is a sort of code using numbers and/or letters that have a readily understood order, and which guides the arrangement of subjects in the schedules and documents on shelves.

**3. Index:** An alphabetical index to locate terms within lengthy and mazy schedules.

**4. Tables:** The tables of a classification scheme are additional to the schedules and provide lists of symbols which can be added to class marks to them more specific and precise.

**5. Form Class:** A form class makes provision for those books where form is of greater importance than subject. Most books of this kind are literary works such as; fiction, poetry, plays etc.

**6. Generalities Class:** This class caters primarily for books of General knowledge which could not be allocated to any particular subject class due to their pervasive subject coverage. In some respects, a generalities class is also a form class since general bibliographies, general encyclopedias and general periodicals would be encompassed in it.

### **1.3.6 Types of Classification Schemes**

On one extreme, a classification scheme can be completely enumerative where every subject and class ID listed with a pre-defined notation and the classifier has simply to choose a class and the corresponding notation such as Dewey Decimal Classification (DDC). On the other hand, a classification scheme can be fully faceted, where the classifier has to follow a set of rules to

construct a class number. Such classification schemes are called as faceted classification schemes e.g. Colon Classification by S.R. Ranganathan. In between these two extremes there is also a classification scheme that to some extent is enumerative but also makes provision for some sort of synthesis to build the class number. These are called analytico-synthetic classification scheme. Analytico-Synthetic Classification Schemes resolve some of the problems of enumerative classification schemes. Universal Decimal Classification (UDC) is an example of Analytico-Synthetic Classification Schemes.

## **1.2 Objectives**

After reading this unit you will be able to:

- Explain the concept of classification
- Discuss the classification theory
- Comprehend and differentiate different types of library classification systems

## **1.3 Self-assessment Questions**

Q.1 Define Classification. Why do we need classification for library materials?

Q.2 What is meant by general and special library classification systems? Discuss the functional requirements for a special library classification system.

Q.3 What are the three basic parts of a library classification system? Discuss each one in detail.

## **1.4 Activities**

- Visit your nearest libraries and identify the classification systems using there.
- Discuss with the university librarians about the selection of a library classification system.

## **UNIT NO. 2.**

### **DDC: HISTORY, CURRENT STATUS, AND GENERAL ASPECTS**

#### **2.1 Introduction**

The Dewey Decimal Classification (DDC) system is a general knowledge organization tool that is continuously revised to keep pace with knowledge. The system was conceived by Melvil Dewey in 1873 and first published in 1876. The DDC is published by Online Computer Library Center (OCLC), Inc. OCLC owns all copyright rights in the Dewey Decimal Classification, and licenses the system for a variety of uses. The DDC is the most widely used classification system in the world. Libraries in more than 140 countries use the DDC to organize and provide access to their collections, and DDC numbers are featured in the national bibliographies of more than 60 countries. Libraries of every type apply Dewey numbers on a daily basis and share these numbers through a variety of means (including WorldCat, the OCLC Online Union Catalog). Dewey is also used for other purposes, e.g., as a browsing mechanism for resources on the web. The DDC has been translated into over thirty languages. Translations of the latest edition of the DDC are completed, planned, or underway in Arabic, French, German, Italian, Norwegian, Spanish, Swedish, and Vietnamese.

One of Dewey's great strengths is that the system is developed and maintained in a national bibliographic agency that is the Library of Congress. The Dewey editorial office is located in the Decimal Classification Division of the Library of Congress where classification specialists annually assign tens of thousands of DDC numbers to records for works cataloged by the Library. Having the editorial office within the Cataloguing in Publication (CIP) and Dewey Sections enables the editors to detect trends in the literature that must be incorporated into the Classification. These both sections have been merged now so as to facilitate greater collaboration. The editors prepare proposed schedule revisions and expansions, and forward the proposals to the Decimal Classification Editorial Policy Committee (EPC) for review and recommended action. EPC is a ten-member international board whose main function is to advise the editors and OCLC on matters relating to changes, innovations, and the general development of the Classification. EPC represents the interests of DDC users and its members come from national, public, special, and academic libraries, and from library schools.

#### **2.2 Editions**

DDC is published in full and abridged editions in print and web accessible versions. The abridged edition is a logical truncation of the notational and structural hierarchy of the corresponding full edition on which it is based, and is intended for general collections of 20,000 titles or less. WebDewey which is an electronic version of the classification is updated frequently and contain additional index entries and mapped vocabulary. Currently, the Abridged 15 edition is available to WebDewey subscribers in pdf form. Abridged numbers are indicated with segmentation marked. The electronic version and supplemental web postings are the chief sources of ongoing updates to the DDC. On the Dewey web site ([www.oclc.org/dewey](http://www.oclc.org/dewey)), selected new numbers and changes to the DDC are posted regularly.

#### **2.3 General Aspects of DDC**

##### **2.3.1 Structure and Notation**

The DDC is built on sound principles that make it ideal as a general knowledge organization tool. It has meaningful notation in universally recognized Arabic numerals (pure notation), well-

defined categories, well-developed hierarchies, and a rich network of relationships among topics. In DDC, basic classes are organized by disciplines or fields of study. At the broadest level, the DDC is divided into ten main classes, which together cover the entire world of knowledge. Each main class is further divided into ten divisions, and each division into ten sections (not all the numbers for the divisions and sections have been used). The DDC has three main summaries. It is important to note that the headings associated with the numbers in the summaries have been edited for browsing purposes, and do not necessarily match the complete headings found in the schedules. The *first summary* contains the ten main classes. The first digit in each three-digit number represents the main class. For example, 600 represent technology. The *second summary* contains the hundred divisions. The second digit in each three-digit number indicates the division. For example, 600 is used for general works on technology, 610 for medicine and health, 620 for engineering, 630 for agriculture.

The *third summary* contains the thousand sections. The third digit in each three-digit number indicates the section. Thus, 610 is used for general works on medicine and health, 611 for human anatomy, 612 for human physiology, 613 for personal health and safety. Arabic numerals are used to represent each class in the DDC. A decimal point follows the third digit in a class number, after which division by ten continues to the specific degree of classification needed. A subject may appear in more than one discipline. For example, “clothing” has aspects that fall under several disciplines. The psychological influence of clothing belongs in 155.95 as part of the discipline of psychology; customs associated with clothing belong in 391 as part of the discipline of customs; and clothing in the sense of fashion design belongs in 746.92 as part of the discipline of the arts. The details of first and second summaries is as follows

Table 1. First summary of DDC (ten divisions)

000	Generalia/general works
100	Religion
200	Philosophy & psychology
300	Social Sciences
400	Languages
500	Science
600	Technology
700	Arts and recreation
800	Literature
900	History and geography

Table 2, Second summary of DDC (hundred divisions)

<b>000 GENERAL WORKS</b>	<b>100 PHILOSOPHY</b>
010 Bibliographies	110 Metaphysics
020 Library & Information Science	120 Epistemology
030 Encyclopedias & Books of Facts	130 Astrology, Parapsychology & The Occult
040 [Unassigned]	140 Philosophical Schools of Thought
050 Magazines, Journals & Serials	150 Psychology & Substance Abuse
060 Associations, Organizations & Museums	160 Logic
070 Journalism, Publishing & News Media	170 Ethics
080 Quotations	180 Ancient, Medieval & Eastern Philosophy
090 Manuscripts & Rare Books	190 Modern Western Philosophy

<b>200 RELIGION</b> 210 Philosophy & Theory of Religion 220 The Bible 230 Christianity & Christian Theology 240 Christian Practice & Observance 250 Christian Pastoral Practice & Religious Order 260 Church Organization, Social Work & Worship 270 History of Christianity 280 Christian Denominations 290 Other Religions	<b>300 SOCIAL SCIENCES</b> 310 Statistics 320 Political Science & International Law 330 Economics 340 Law 350 Public Administration & Military Science 360 Social Problems & Social Services 370 Education 380 Commerce, Communications & Transportation 390 Customs, Etiquette & Folklore
<b>400 LANGUAGE</b> 410 Linguistics 420 English & Old English Languages 430 German & Related Languages 440 French & Related Languages 450 Italian, Romanian & Related Languages 460 Spanish & Portuguese Languages 470 Latin & Italic Languages 480 Classical & Modern Greek Languages 490 Other Languages	<b>500 SCIENCE</b> 510 Mathematics & Computer Technology 520 Astronomy 530 Physics 540 Chemistry 550 Earth Sciences & Geology 560 Fossils & Prehistoric Life 570 Biology & Life Sciences 580 Plants (Botany) 590 Animals (Zoology)
<b>600 TECHNOLOGY</b> 610 Medicine 620 Engineering 630 Agriculture 640 Home management & hospitality industry 650 Management, public relations & printing 660 Chemical engineering 670 Manufacturing 680 Manufacturing specific products 690 Building & construction	<b>700 FINE ARTS &amp; RECREATION</b> 710 Landscaping & area planning 720 Architecture 730 Sculpture, ceramics & metalwork 740 Drawing & decorative arts 750 Painting 760 Graphic arts 770 Photography 780 Music 790 Sports, games & entertainment
<b>800 LITERATURE &amp; CRITICISM</b> 810 American Literature in English 820 English & Old English Literatures 830 German & Related Literatures 840 French & Related Literatures 850 Italian, Romanian & Related Literatures 860 Spanish & Portuguese Literatures 870 Latin & Italic Literatures 880 Classical & Modern Greek Literatures 890 Other Literatures	<b>900 HISTORY</b> 910 Geography & Travel 920 Biography & Genealogy 930 History of the Ancient World (to 499 A.D.) 940 History of Europe (ca.500 A.D. - ) 950 History of Asia 960 History of Africa 970 History of North America 980 History of South America 990 History of Other

### 2.3.2 Hierarchy and Mnemonics

Hierarchy in the DDC is expressed through structure and notation. Structural hierarchy means that all topics (aside from the ten main classes) are part of all the broader topics above them. Any note regarding the nature of a class holds true for all the subordinate classes, including logically subordinate topics classed at coordinate numbers. Notational hierarchy is expressed by length of notation. Numbers at any given level are usually subordinate to a class whose notation is one digit shorter; coordinate with a class whose notation has the same number of significant digits;

and super-ordinate to a class with numbers one or more digits longer. The underlined digits in the following example demonstrate this notational hierarchy.

600 Technology  
630 Agriculture and related technologies  
636 Animal husbandry  
636.7 Dogs  
636.8 Cats

"Dogs" and "Cats" are more specific than (i.e., are subordinate to) "Animal husbandry"; they are equally specific as (i.e., are coordinate with) each other; and "Animal husbandry" is less specific than (i.e. super-ordinate to) "Dogs" and "Cats." This hierarchy helps in mnemonics.

Mnemonics is an important feature of DDC, which means 'aid to memory.' In DDC, mnemonics are available for subject synthesis. The use of consistent order in the subject division of different classes produces mnemonics. There are various tables, such as, Area Table, Language Table, Standard Division Table, etc. which are used to achieve subject synthesis. The user may also find Scheduled Mnemonics, Systematic Mnemonics and Alphabetical Mnemonics at a few places in DDC.

### **2.3.3 Arrangement of the DDC**

The print version of the latest full edition of the DDC, Edition 23, is composed of the following major parts in four volumes:

#### **Volume 1**

- (A) Introduction: A description of the DDC and how to use it
- (B) Glossary: Short definitions of terms used in the DDC
- (C) Index: Index to the Introduction and Glossary
- (D) Manual: A guide to the use of the DDC that is made up primarily of extended discussions of problem areas in the application of the DDC. Information in the Manual is arranged by the numbers in the tables and schedules
- (E) Tables: Six numbered tables of notation that can be added to class numbers to provide greater specificity

#### **Volume 2**

- (F) Schedules: The organization of knowledge from 000–599

#### **Volume 3**

- (G) Schedules: The organization of knowledge from 600–999

#### **Volume 4**

- (H) Relative Index: An alphabetical list of subjects with the disciplines in which they are treated, sub-arranged alphabetically under each entry

### **2.3.4 Universal Scheme**

A distinctive feature of the DDC is that its classes reflect all the areas of specialized knowledge developed in modern society. These specialized areas are loosely put together in the main classes in the scheme, although in this manner the principle of collation of bringing of related subjects in close proximity is sometimes violated.

### **2.3.5 Minute Division**

Dewey emphasized the need of minute division as "the advantage of close classing is unquestioned if the user knows just what it is.



### **2.3.6 Auxiliary Tables**

Auxiliary tables provide an important basis for preparing numbers and lead to uniform meanings of numbers when used in various contexts. A document, which is a source of knowledge, always has some physical form. Melvil Dewey in the second edition of the scheme published in 1885 introduced the concept of “Form Divisions” to be used for the sub-divisions of a subject based on the characteristics of documents, either in accordance with the point of view of the author, i.e. Bibliographical, Philosophical, Theoretical, Historical or in accordance with the form of thought content in documents, i.e. Digest, Manual, Monograph, Dictionary, Periodical or Manual. The “form divisions,” could be attached to any class number according to the instructions provided therein. The system of ‘form divisions’ remained in use up to the 12th edition. The 13th edition consisted of “Auxiliary Schedules.” The 14th edition had 4 tables. In the 15th edition, the conventional 9 form divisions, i.e. 01-09 were annexed along with the tables, without any detailed sub-divisions. The word ‘Form divisions’ was replaced by “Standard Subdivisions’ in the 17th edition, along with new area table in volume 2 (Index). The 18th, 19th and 20th editions consist of 7 auxiliary tables which are detailed under DDC 20.

### **2.4 DDC's Theory**

The theory behind the Dewey Decimal Classification is divided into four parts:

1. The realm of reason that is the sciences and the arts
2. The realm of imagination that is belletristic literature, imaginative literature
3. The realm of memory that is geography, biography, history
4. Generalia (all other topics not included in the three "realms")

The realm of reason (science) unfolds into philosophy, the source of systems for all other fields and the most general field of study. Theology, the science of the absolute and the ultimate field of philosophy, comes next. Religion, which is not scientific but is tributary to theology, is included in theology. As humankind achieves its most spiritual role within society and in relation to the state, the social and political sciences are logically the next fields of study. The political sciences are jurisprudence in which society puts constraints upon the individual - and politics - in which the individual reacts against the constraints of law, thereby perhaps producing an instance for an alteration of the practical will. The social sciences are political economy, whereby in combination humankind gains ascendancy over nature and uses it for personal ends, and education, by which humankind is initiated into the society's manner. Placed at the end of the social and political sciences is philology, as it is the result of self-conscious thought, a society's best record of itself, and the connecting link between the spiritual and the natural. The natural sciences now follow, and these are followed by the useful and fine arts. The first unfold the laws of nature; the next applies them to social uses. The point of transition between them is medicine, which is part science and part art. This brings to an end the subjects whose major mode of treatment is the scientific. The second realm collects works of the imagination: poetry, prose fiction, and so on. The last realm is the historical. History comprises geography and travels, civil history, and biography and correspondence; Heraldry and genealogy fall here topic may fall into any of the three realms.

### **2.5 DDC's Structure (The Schedules)**

A basic premise of DDC is that it is arranged by discipline and not by subject. This frequently presents problems in classifying materials, but the Relative Index's job is to alleviate such difficulties. The next basic premise is that of "tens." The Schedules are arranged in ten classes,

which are organized into ten divisions, each of which is divided into ten sections. Each notation is made up of three basic numbers, which represent a particular place in the Schedules. The first digit indicates one of the ten classes. The second digit represents one of the ten divisions within the class. The third digit distinguishes one of the ten sections. Most notations require further refinement, so a decimal is inserted following this three-part number to be followed by more digits representing a specific element of the topic. DDC notation remains traditionally pure. That is, it consists only of the Arabic digits 0 through 9, plus the decimal point. The shortest possible number is three digits long, because lead zeros are written out in class 000. Number columns, Schedules, Index, and Table numbers are printed in groups of three, for example, 629.133 340 422 (Private airplanes), and - 772 33(Vanderburgh County, Indiana). The groupings merely facilitate reading. In common practice, the spaces are removed when writing the numbers as classifications. Brackets indicate recently or permanently vacated locations.

## **2.6 Objectives**

The study of this unit will enable you to:

- Understand the historical background of DDC
- Discuss the structure of DDC

## **2.7 Self-assessment Questions**

- Q.1 Define notation. Discuss the notation system of DDC.
- Q.2 What is meant by hierarchy in a classification system? Explain the hierarchical structure of subjects in DDC.
- Q.3 Discuss the DDC's theory of knowledge with first summary in detail.

## **2.8 Activities**

- Meet with a professional classifier in any library and discuss the important features of DDC with him/her.
- Visit websites of Pakistani public sector university libraries and identify how many libraries are using DDC system.

## UNIT NO. 3

### DDC: PRINCIPLES OF NUMBER BUILDING

#### 3.1 Introduction

Sometimes the subject of a work to be classed does not appear in either the *Relative Index* (an alphabetical index of subjects) or the *Schedules*. In such situation it is often necessary to build the required number for classification of the work. The process begins with the base number, which is then added to according to instructions found in the *Schedules*. The adding numbers come from the seven Tables, Add Tables in the *Schedules* and other parts of the *Schedules*. Table 1 (Standard Subdivisions) notations can be added to any number in the *Schedules* unless there are specific directions not to use the standard subdivisions. When more than one facet (aspect) is needed to class a work, a series of added numbers may be required. These numbers are added in *citation order* taken from a whole sequence of hints in the *Schedules* on methodologies of choosing the order of *adds*. Where there are no instructions for adding more than one aspect, *preference order* is used. This is the order indicated in *preference* notes, or instructions in the *Schedules* proper, auxiliary Tables, and in the Manual.

#### 3.1.1 Principles of Book Classification in DDC

Book classification is the art of assigning books to their proper places in a system of classification that is grouping them according to their likeness or relation to one another. In practice, however, this is not an easy task. Catalogers use the following nine general principles when selecting a DDC number:

1. Class a book, or any other material, where it will be most useful to the patron. This can usually be accomplished by placing similar materials together. This is accomplished by the use of broad or close classification, depending on library needs.
2. Class a book first by subject and second by form, except in the field of literature. For example, an encyclopedia of art will be classed in art and not with general encyclopedias. The subject, art, is more important than the form i.e. encyclopedia.
3. Class a work of literature first by its original language and second by its form. For example, a work on French poetry translated into English will be classed in the number for French poetry, not for English poetry, because the original language is French. After the original language of the work has been determined, it is then classed by form (drama, poetry, fiction, essays, speeches, and letters).
4. Class a book that covers two or three subjects under the *first* subject treated unless another subject receives more prominent attention. For example, a book that treats first chemistry and then physics but, that gives equal treatment to each is classed with the first subject treated i.e. chemistry.
5. Class a book that covers more than three subjects in a general subject embracing all of the subjects. For example, a book treating mathematics, astronomy, physics, and chemistry will be classed with comprehensive works on pure science. A work treating arithmetic, algebra, trigonometry, and geometry is classed with comprehensive works on mathematics.
6. Class a book in the most specific number possible in the classification scheme. For example, a history of the American Civil War will be classed in a specific number for the Civil War and not in a more general number. This is because classifying a book in too general a number defeats the purpose of classification, because it places books on specific topics in meaningless order.

7. In general, class a book first by subject if there is a choice between subject and geographical location. For example, a book on Pakistani architecture is classed in the number for architecture, not in the number for geography of Pakistan.

8. Class biographies, autobiographies, diaries, and reminiscences either together in a general biography number or with specific disciplines. For example, a biography of a lawyer is classed either in a general number covering biographies of people regardless of occupation or in a number in law used for biographies of lawyers, judges, etc.

9. Class a book according to the author's intent in writing it. For example, if an author produces a book of drawings of dogs, the cataloger must examine the book to see if the book is meant to emphasize the different breeds or techniques of drawing dogs. Depending on the author's intent, the book could be classed in a number for dogs or a number for techniques of drawing.

### 3.1.2 Number Building in DDC

Number building is the process of developing a number by the addition of numbers or segments of numbers from other parts of the Schedule or from the Tables, or both. The foundation of number building is the base number, which is a sequence of numbers that does not vary but remains the same. Digits from other parts of the Schedule or from the Tables can be added as instructed. Following is an example of number building in DDC:

338.372	Products of fishing, whaling, hunting, trapping: Add to base number 338.372 the numbers following 59 in 592–599 ...
7695	Numbers following 59 in 597.695 Hippoglossus (Halibuts)
338.3727695	Halibuts—fishing industry = built number

Sources of Adding numbers form tables are:

**Table 1. Standard subdivisions.** Its summary is as follows

- 01 Philosophy and theory
- 02 Miscellany
- 03 Dictionaries, encyclopedias, concordances
- 04 Special topics
- 05 Serial publications
- 06 Organizations and management
- 07 Education, research, related topics
- 08 Groups of people
- 09 History, geographic treatment, biography

Add standard subdivisions as follows;

Typical base number + T1 notation

(e.g., 635 Garden crops (Horticulture) + 07 Education, research = 635.07)

Division number – 0 + T1 notation (e.g., 630 Agriculture – 0 + 07 = 630.7)

Main class number – 00 + T1 notation (e.g., 600 Technology – 00 + 07 = 607)

Exceptions noted in schedules (e.g., 620.001 [Engineering] Philosophy and theory)

**Examples:**

1

A dictionary of the Internet

004.678 = Internet Including extranets, virtual private networks

Class here World Wide Web

Note: Subjects that approximate the whole of 004.678 = Internet and World Wide Web; permissible to add standard subdivisions to 004.678 for Internet

## 2

004.67803 = Dictionaries, encyclopedias, concordances of the Internet  
 004.678 = Internet  
 03 = Dictionaries, encyclopedias, concordances (from Table 1)

### Table 2. Geographic areas, historical periods, biography

Table 2 is primarily a table of geographic notation. Table 2 notation is typically added to a base number by first adding notation 09 (Geographic treatment) from Table 1. However, sometimes notations are added through other standard subdivisions or directly through instructions in tables and schedules. Its summary is as follows

- 1 Areas, regions, places in general
- 2 Persons
- 3 The ancient world
- 4 Europe Western Europe
- 5 Asia Orient Far East
- 6 Africa
- 7 North America
- 8 South America
- 9 Other parts of the world and extraterrestrial worlds Pacific Ocean islands

### Examples;

#### 1

004.67809485 = The Internet in Sweden  
 004.678 = Internet  
 09 = Geographic treatment (from Table 1)  
 485 = Sweden (from Table 2, as instructed under T1- 093-T1-099  
 Specific continents, countries, localities: Add to base number T1- 09  
 notation T2-3-T2-9 from Table 2)

#### 2

324.244 = Political parties of France  
 324.2 = Political parties  
 44 = France (from Table 2, as instructed under 324.24—324.29  
 Parties in specific countries and localities in modern world: Add  
 to base number 324.2 notation 4—9 from Table 2 for the specific  
 country)

### Table 3. Subdivisions for the Arts, for Individual Literatures, for Specific Literary Forms

The notations in Table 3 are used only with base numbers specified in 810–890 and where instructed in 700.4, 791.4, and 808–809. The Table consists of three subtables:

- 3-A: Description, critical appraisal, biography, single or collected works of an individual author
- 3-B: Description, critical appraisal, biography, collected works of two or more authors; rhetoric in specific literary forms
- 3-C: Additional elements used in number buildings within Table 3-Band as instructed in 700.4, 791.4, 808–809

Table 3-A contains the standard mnemonic notation for literary forms.

- 1 Poetry (821 English, 851 Italian)
- 2 Drama (822 English, 872 Latin)

- 3 Fiction (823 English, 863 Spanish)
- 4 Essays (824 English, 834 German)
- 5 Speeches (825 English, 815 American)
- 6 Letters (826 English, 846 French)
- 8 Miscellaneous writings (828 English, 868 Spanish)

**Table 4. Subdivisions of Individual Languages and Language Families**

The notations in Table 4 are used only where indicated with base numbers 420–490. The following form divisions apply to all numbers designated by \* in this class:

- 01–09 Standard subdivisions
- 1 Written systems, phonology, phonetics
- 2 Etymology
- 3 Dictionaries
- 5 Grammar
- 7 Historical and geographic variations, modern nongeographic variations
- 8 Standard usage

**Table 5. Ethnic and national groups**

Table 5 notation is never used alone but, may be used as required with any schedule number through interposition of T1- 089 or as otherwise specifically instructed After adding T5 notation, notation from some other tables may be added: Add 0; add T2 notation, Add 00; add standard subdivisions. (This is just like adding geographical notations from Table 2 to standard subdivision —09 from Table 1). A summary of this Table follows:

- 03–04 Basic races, mixtures of races
- 1 North Americans
- 2 British, English, Anglo Saxons
- 3 Nordic (Germanic) people
- 4 modern Latin peoples
- 5 Italians, Romanians, related groups
- 6 Spanish and Portuguese
- 7 Other Italic people
- 8 Greeks and related groups
- 9 Other racial, ethnic, national groups

**Example**

738.089924 = Ceramic arts of Jews  
 738 = Ceramic arts  
 089 = Ethnic and national groups (from Table 1)  
 924 = Jews (from Table 5 as instructed under T1—0891-T1 0899: Add to base number T1—089 notation T5—1-T5—9 from Table 5)

**Table 6. Languages**

The notations in Table 6 are used as directed in the Schedules. These notations can be added to base numbers in the Schedules and to notations from other Tables. This Table is particularly important in the classes 400 and 800. A summary of these languages follows:

- 1 Indo-European languages
- 2 English and Old English (Anglo Saxon)
- 3 Germanic (Teutonic) languages

- 4 Romance languages
- 5 Italian, Sardinian, Dalmatian Romanian, Rhaeto Romanic
- 6 Spanish and Portuguese
- 7 Italic languages
- 8 Hellenic languages
- 9 Other languages

#### **Example**

220.551 = Translations of the Bible into Italian  
 220.5 = Modern versions of Bible and translations  
 51 = Italian (from Table 6, as instructed under 220.53-220.59: Add to base number 220.5 notation T6—3-T6—9 from Table 6)

#### **Table 7. Groups of Persons**

The notations in Table 7 are used as directed in the Schedules. These notations can be added to base numbers in the Schedules and to notations from other Tables.

- 01 Individual persons
  - 02 Groups of persons
  - 03 Persons by racial, ethnic, national background
  - 04 Persons by sex and kinship characteristics
  - 05 Persons by age
  - 06 Persons by miscellaneous social characteristics
  - 08 Persons by physical and mental characteristics
  - 09 Generalists and novices
- 
- 1 Persons occupied with philosophy, parapsychology, occultism, psychology
  - 2 Persons occupied with or adherent to religion
  - 3 Persons occupied with social sciences and socioeconomic activities
  - 4 Persons occupied with languages, linguistics, lexicography
  - 5 Persons occupied with natural sciences and mathematics
  - 6 Persons occupied with applied sciences (Technologists)
  - 7 Persons occupied with the arts
  - 8 Persons occupied with creative writing and speaking
  - 9 Persons occupied with geography, history, related disciplines and activities

This Table is based on the ten main classes of DDC from —09 to —9.

### **3.2 Objectives**

After studying this unit, you will be able to:

- Understand the concept of number building in DDC
- Learn the process of number building in DDC

### **3.3 Self-assessment Questions**

- Q.1 Discuss the principles of book classification in the context of DDC.
- Q.2 How to build number for “Pakistani Librarianship”? Explain.
- Q.2 Build number for “The impact of democracy on economic development of India and Pakistan”.

### **3.4 Activity**

- Classify your personal books using DDC



## UNIT NO. 4

### DDC: THE TABLES

#### 4.1 Introduction

There are seven Tables in DDC which have already been, briefly, introduced in unit number 3. These tables were introduced from time to time that is in the edition 1 to edition 18 of DDC. The predecessor of Table 1 was found in the first edition. Edition 2 (1885) included three new tables. Edition 13 (1932) introduced a fifth table that subdivided literatures in the 800 class. All of these auxiliary aids lasted until the so called Standard Edition 15 dropped everything except a brief introduction to a method of subdividing, where consideration of the form or style in which the book is written, as well as the subject, is important.

Edition 16 restored the form divisions in a separate list similar to today's Table 1. The old "Geographic Table" appeared as a sequence of numbers accompanied by instructions in the Schedules to divide like 930–999, or 'like 940–999. Edition 17 renamed the "Form divisions" and restructured the Geographic Table into an "Area Table" with all the characteristics of the present Table 2. Edition 18 reactivated the discontinued Tables 3, 4, and 6 for language and literature. It also added two more that is Table 5 for racial, ethnic, and national groupings and Table 7 for differentiating groups of persons. Among these, Table 2 is the longest table. The DDC editors, possibly, may refine and expand the existing Tables in future. In the latest edition of DDC that is DDC 23, there are six tables. The details of these tables are as follows.

#### 4.2 Table 1. Standard Subdivisions

Table 1 is named as Standard subdivisions. Standard subdivisions should be added only when the work in hand covers the whole, or approximately the whole subject of the number in the schedules. When the standard subdivision notations from Table 1 is listed in Tables 2 through 4 and in the schedules, then all of the notation's notes and subdivisions as given in this table are applicable unless other instructions are given. Other Table 1 notation that is not listed in the schedules may also be used. For example, the fact that 610.7 is listed, but not 610.8 or the subdivisions of 610.7, does not exclude the use of 610.8 or 610.71. Do not add one standard subdivision to another standard subdivision unless specifically instructed. Never use more than one zero in applying a standard subdivision unless instructed to do so. If more than one zero is needed, the number of zeros is always indicated in the schedules. If the 0 subdivisions of a number in a schedule are used for special purposes, use notation 001–009 for standard subdivisions, if the 00 subdivisions also are used for special purposes, use notation 000 for standard subdivisions. Although the Summaries show no changes in a comparison of Table 1 of Editions 20 and 21, one can see that the Table is still evolving.

#### Summary of Table 1

—**01 *Philosophy and theory***: This Include value; systems; models (simulations), operations research; classification; communication; language, terminology; content analysis, semiotics; scientific principles; psychological principles etc.

—**02 *Miscellany***: Including synopses and outlines; humorous treatment; audiovisual treatment; tabulated and related materials; the subject for people in specific occupations; patents and identification marks etc.

—**03 *Dictionaries, encyclopedias, concordances***: Including thesauri, dictionaries of abbreviations, acronyms, biographical dictionaries, interdisciplinary encyclopedias, dictionaries.

—**04 *Special topics***: Use this subdivision only when it is specifically set forth in the schedules. Add other standard subdivisions —01–09 to it and its subdivisions as required, e.g., technical drawing as a profession 604.2023

—**05 *Serial publications***: Regardless of form, print or electronic, or frequency. Class here house organs, magazines, newspapers, yearbooks. Class monographic series in 001–999 without adding notation 05 from Table 1; class interdisciplinary serial publications in 050; class interdisciplinary newspapers in 071–079

—**06 *Organizations and management***: Directories of organizations, membership lists with directory information; organizations engaged in education and research etc.

—**07 *Education, research, related topics***: Including programmed texts, subject-oriented study programs; comprehensive works on education and research, resources for education and research etc.

—**08 *Groups of people***: Class here discrimination, group identity such as men, women, young people, relatives, minorities, ethnic and national minorities. This also includes biography, people with special attributes etc.

—**09 *History, geographic treatment, biography***: It includes areas, regions, biographies, historical periods in specific continents, countries, localities, areas, regions etc.

Thus, the notations are sub-divided from -01-09. Basically, these notations are added to the base numbers by omitting the dash (-) to make a complete class number wherever necessary. Whenever the notation or symbols of this table are added to any main class of the schedules it expresses the same meaning always.

For Example

- Manuals of Physics 530.202
  - Manuals of Social Science 302.02
- (530 is main class & .0202 always implies as standard sub-division. 530= Physics, 300= Social Science). Here -0202 always imply the same things i.e. manual, which is mnemonic.

### **Table 1 of DDC 21: Examples**

The editors have expanded Table 1 by establishing a variety of new numbers that add depth and consistency to class numbers. A list of examples (with space showing expansions) follows:

—086 91	Persons with status defined by changes in residence
—086 92	Antisocial and asocial persons
—086 923	Juvenile delinquents and pre-delinquents
—086 927	Offenders
—086 93	Non-dominant groups
—086 94	Socially disadvantaged persons
—086 941	Unemployed persons
—086 942	The poor
—086 945	Abandoned children, abused children, children born out of wedlock, orphans
—086 947	Unmarried mothers
—086 949	Victims of war and crime
—086 96	Retired persons
—086 97	Veterans of military service

Apart from these, many other changes have also been done in DDC 21 edition in Table 1.

### 4.3 Table 2. Geographic Areas, Historical Periods, Persons

For long time, geographic or political subdivision was placed or dependent on the history divisions i.e. in 930–990. Not only were subdivisions of 910 (Geography and travel) drawn from that span, but regional division in any discipline was based on Divide like instructions referring to those numbers for patterns. However, with the passage of time problems were emerged. Therefore, DDC 17 initiated the now familiar Area Table, with a section for regions and places in general.

The following numbers of can never be used alone, but may be used as required (either directly when so noted or through the interposition of notation 09 from Table 1) with any number from the schedules, e.g., public libraries (027.4) in Japan (—52 in this table): 027.452; railroad transportation (385) in Brazil (—81 in this table): 385.0981. They may also be used when so noted with numbers from other tables, e.g., notation 025 from Table 1. When adding to a number from the schedules, always insert a decimal point between the third and fourth digits of the complete number. Thus, the Notation of table 2 represents the geographical area of the world. The intend of the notation of this table to add with main class and indicates the areas.

For Example:

- Political situation of Pakistan– 320.95491

This .95491 always indicates Pakistan, so we may call it mnemonic.

#### Summary of Table 2

—001–009 Standard subdivisions

—1 Areas, regions, places in general; oceans and seas

—2 Biography

—3 Ancient world

—4 Europe

—5 Asia

—6 Africa

—7 North America

—8 South America

—9 Australasia, Pacific Ocean islands, Atlantic Ocean islands, Arctic islands, Antarctica, extraterrestrial worlds

**Details of Table 2** for each one is as follows:

—1 ***Areas, regions, places in general, oceans and seas***: This is not limited by continent, country, locality. Class biography regardless of area, region, place, in —2; class specific continents, countries, localities in —3–9.

—2 ***Biography***: Autobiography, description and critical appraisal of work, diaries, reminiscences, correspondence of people regardless of area, region, or place who are part of the subject or who study the subject, e.g., biographers, collectors, leaders and followers, practitioners and clients, scholars. Class here treatment of individuals. Class belletristic diaries, reminiscences, and correspondence in 800

—3 ***Ancient world***: Class a specific part of ancient world not provided for here in —4–9. Similarly, class comprehensive works on a specific jurisdiction extending over more than one country, province, or other unit and identified by \* with the jurisdiction where noted in this table, e.g., Roman Empire —37. For works on a part of such a jurisdiction, see the specific unit where the part is located, e.g., Britain —361

—**4 Europe:** Class here nations belonging to the Council of Europe; southern, western Europe. Class Eurasia in —5

—**5 Asia:** Class here Eurasia, Far East, Orient: —51 China and adjacent areas; —52 Japan; —53 Arabian Peninsula and adjacent areas; —54 India and neighboring south Asian countries; —55 Iran; —56 Middle East (Near East); —57 Siberia (Asiatic Russia); —58 Central Asia; —59 Southeast Asia

—**6 Africa:** This include: —61 Tunisia and Libya; —62 Egypt, Sudan, South Sudan; —63 Ethiopia and Eritrea; —64 Morocco, Ceuta, Melilla, Western Sahara, Canary Islands; —65 Algeria; —66 West Africa and offshore islands; —67 Central Africa and offshore islands; —68 Republic of South Africa and neighboring southern African countries; —69 South Indian Ocean islands

—**7 North America:** Class here comprehensive works on North and South America. Class Western Hemisphere (North and South America, plus parts of Atlantic and Pacific Oceans) in —181. Its summary is as follows: —71 Canada; —72 Mexico, Central America, West Indies, Bermuda; —73 United States; —74 Northeastern United States (New England and Middle Atlantic states); —75 Southeastern United States (South Atlantic states); —76 South central United States; —77 North central United States; —78 Western United States; —79 Great Basin and Pacific Slope of United States.

—**8 South America:** Class here Latin America, Spanish America, the \*Andes. Its summary is as follows; —81 Brazil Including \*Amazon River; —82 Argentina Including \*Paraná River, \*Uruguay River, comprehensive works on Patagonia; —83 Chile; —84 Bolivia; —85 Peru; —86 Colombia and Ecuador; —87 Venezuela; —88 Guiana; —89 Paraguay and Uruguay.

—**9 Australasia, \*Pacific Ocean islands, Atlantic Ocean islands, Arctic islands, Antarctica, extraterrestrial worlds:** Subdivisions are added for Australasia, Pacific Ocean islands, Atlantic Ocean islands, Arctic islands, Antarctica, extraterrestrial worlds together; for Australasia alone; Pacific Ocean islands alone. Its summary is as follows: —93 New Zealand; —94 Australia; —95 New Guinea and neighboring countries of Melanesia; —96 Polynesia and other Pacific Ocean islands; —97 Atlantic Ocean islands; —98 Arctic islands and Antarctica; —99 Extraterrestrial worlds.

It is important to note that, similar to table 1, many changes have been done in this table too in the latest editions of DDC.

#### **4.4 Table 3. Subdivisions for the Arts, for Individual Literatures, for Specific Literary Forms**

According to instructions, it is divided into three parts:

**Table 3A:** description, critical appraisal, biography, single or collected works of an individual author. That is subdivisions for works by or about an individual author

**Table 3B:** Subdivisions for works by or about more than one author

**Table 3C:** Additional elements used in number building within Table 3B

Notation from Table 3 cannot be used alone, but may be used as required by add notes under subdivisions of individual literatures in 810–890. It is never used for individual literatures that lack instructions to add from Table 3; the number for works by or about such literatures ends with the language notation, e.g., Inuktitut poetry 897.

### Summary of Table 3

The summary of Table 3 is as follows:

—01–09 [Standard subdivisions; collections of literary texts in more than one form; history, description, critical appraisal of works in more than one form]

- 1 Poetry
- 2 Drama
- 3 Fiction
- 4 Essays
- 5 Speeches
- 6 Letters
- 7 Humor and satire
- 8 Miscellaneous writings

**Details of Table 3** for each one is as follows:

—**1 Poetry:** This Includes works by and about individual authors. Class here folk poetry, prose poems.

—**2 Drama:** Class here works by and about individual authors. Class here closet drama, drama written in poetry, folk drama.

—**3 Fiction:** Class here works by and about individual authors. Class here novelettes and novels.

—**4 Essays:** This includes collections or discussions of works with literary value including works by and about individual authors

—**5 Speeches:** Collections or discussions of works with literary value including works by and about individual authors

—**6 Letters:** Collections or discussions of works with literary value including works by and about individual authors

—**7 Humor and satire:** This is limited to collections and criticism of works in two or more literary forms, including both verse and prose, and by and about more than one author. Also, class here parody

—**8 Miscellaneous writings:** This includes anecdotes, diaries, epigrams, graffiti, jests, jokes, journals, notebooks, quotations, reminiscences, riddles, tongue twisters; prose literature in more than one form; satire and humor in more than one form; works without identifiable form; works that mimic nonliterary forms and genres for literary purposes, not conveying useful information (e.g., humorous or fantasy works in the form of dictionaries, self-help books, travel guides). It also includes works by and about individual authors of miscellaneous writings; works by and about individual authors not limited to or chiefly identified with one specific form.

### 4.5 Table 4. Subdivisions of Individual Languages and Language Families.

This table, table 4 is for use of language and language families. The following notation is never used alone, but may be used as required by add notes under subdivisions of specific languages or language families, or with the base numbers for individual languages identified by \* under 420–490, e.g., Swedish (base number 439.7) grammar (—5 in this table): 439.75. A decimal point is inserted following the third digit of any number thus, constructed that is longer than three digits. Notation from Table 1 is added to the notation in Table 4 when appropriate, e.g., —509 history of grammar, 439.7509 history of Swedish grammar

## Summary of Table 4

—01–09 Standard subdivisions and special topics of subdivisions of individual languages and language families

- 1 Writing systems, phonology, phonetics of the standard form of the language
- 2 Etymology of the standard form of the language
- 3 Dictionaries of the standard form of the language
- 5 Grammar of the standard form of the language
- 7 Historical and geographic variations, modern non-geographic variations
- 8 Standard usage of the language (Prescriptive linguistics).

—1 **Writing systems, phonology, phonetics of the standard form of the language:**

This includes paleography and epigraphy limited to study of ancient and medieval handwriting and inscriptions; phonology, phonetics, spelling; consonants, vowels; morphophonology, morphophonemics, phonemics; suprasegmental features; intonation

—2 **Etymology of the standard form of the language:** It includes elements from foreign languages. Class here etymology of historical and geographic variations, of modern nongeographic variations of languages in —7

—3 **Dictionaries of the standard form of the language:** This covers dictionaries with pictures of sign-language signs; specialized dictionaries

—5 **Grammar of the standard form of the language:** Including nouns, pronouns, adjectives, articles; noun phrases; verbs; verb phrases; miscellaneous word classes; morphology. Class here grammatical categories, sentences, syntax, topic and comment, word order; comprehensive works on phonology, morphology, syntax; on phonology and morphology; on phonology and syntax.

—7 **Historical and geographic variations, modern non-geographic variations:** Use notation 7 only for works that stress differences among the forms of a language. Works on writing systems, etymology, dictionaries, phonology, phonetics, grammar, applied linguistics are classed here when applied to historical and geographic variations, to modern non-geographic variations, e.g., paleography and epigraphy of an early form of the language, the distinctive grammatical characteristics of a particular dialect. Class here early forms; dialects, patois, provincialisms; pidgins, creoles, mixed languages; argot, cant, jargon, slang.

—8 **Standard usage of the language (Prescriptive linguistics):** General, formal, informal usage including translating to and from other languages; interpreting; translating materials on specific subjects; interpreting materials on specific subjects; translating literature (belles-lettres) and rhetoric; interpreting literature and rhetoric, translating works about literature, rhetoric; use of a spoken language or a manually coded form of a spoken language for communication with and by deaf people (e.g., manually coded language, lip-reading, cued speech, oral interpretation [lip speaking]). Class here applied linguistics, works for people learning a second language, works for native speakers who are learning the acceptable patterns of their own language.

## 4.6 Table 5. Ethnic and National Groups

Table 5 does not represent a single facet, but rather a cluster of closely intertwined facets that could not easily be split into separate tables for ethnic group, national group, and racial group. Table 5, “Ethnic and National Groups,” is used according to specific instructions at certain places in the schedules or in other tables, or through the interposition of “—089 [History and description with respect to] Ethnic and national groups” from Table 1. These applications are

exactly parallel to the use of Table 2, which is used either on direct instructions in the schedule or on interposition of “–09 Historical, geographic, persons treatment” from Table 1. A detail summary of the Table 5 has already been presented in unit 3 of this study guide.

#### **4.7 Table 6. Languages**

Table 6, “Languages,” is a basic mnemonic table used to indicate the particular language of a work or the language that is the subject matter of a work. It is used as instructed in the schedules or other tables. For example, to classify a Bible in French, one would start with the entry given in index and schedules, “220.5 Modern versions and translations [of the Bible]. For 220.53–59 Versions in other languages [than English]” the schedule direction says, “Add to base number 220.5 notation 3–9 from Table 6”. The notation for French in Table 6 is –41. The resulting whole number for a modern French Bible may be analyzed as follows: 220 = The Bible, 220.5 Modern versions and translations, 220.54 In the Romance languages, 220.541 In modern French. For summary of this table see unit 3 of this study guide.

#### **4.8 Changes in Edition 23**

The 23<sup>rd</sup> edition of DDC is the latest which is published in May 2011. Many changes were made in this edition. A selected list of new numbers, revisions, and expansions in Edition 23 follows.

##### **Table 1. Standard Subdivisions**

—0141	Discourse analysis; new number
—0286	Green technology (Environmental technology); revised
—0681	Organization and financial management; Fund raising for festivals relocated from —079
—072	Research; revised and expanded
—074	Museums, collections, exhibits; Festivals relocated from —079
—081	People by gender or sex
—0811	Men; revised and expanded
—0865	People by marital status; revised and expanded
—0867	Transgender and intersex people; new number; transsexuals relocated from —0866
—0925	Collected biography of people by specific gender or sex; age groups; relationships
—0926	Collected biography of people by miscellaneous social attributes
—0927	Collected biography of people with disabilities and illnesses, gifted people
—0928	Collected biography of members of specific religious group; new numbers; relocated from —0922 and —0923

##### **Table 2. Geographic areas, Historical periods, Biography**

—31	China to 420
—32	Egypt to 640
—33	Palestine to 70
—34	South Asia to 647
—35	Mesopotamia to 637 and Iranian Plateau to 637
—363	Germanic regions to 481 and Pannonia
—364	Celtic regions to 486
—366	Iberian Peninsula to 415 and adjacent islands to 415 Expanded

—368	Scandinavia to 481; relocated from —363
—369	Netherlands to 486, Belgium to 486, Luxembourg to 486, Switzerland to 486; relocated from —363 and —364
—37	Italian Peninsula to 476 and adjacent territories to 476; revised and expanded
—393	Eastern Asia Minor to 640 and Cyprus to 640
—394	Middle East to 640
—395	Black Sea region to 640 and Caucasus to 640
—3971	Mauretania
—398	Southeastern Europe to ca. 640; expanded
—451–459	Italy, San Marino, Vatican City, Malta
—469	Portugal; Revised and expanded
—486–488	Sweden Revised and expanded
—4897	Finland; Revised and expanded
—494	Switzerland
—4961	Turkey in Europe (Eastern Thrace)
—562–566	Turkey; expanded
—597	Vietnam
—5981–5986	Indonesia; expanded
—71437	Urban agglomeration of Longueuil; expanded
—951	Western New Guinea (Irian Barat); expanded

**Table 3B. Subdivisions for Works by or about more than one author**

—3082	Autobiographical and biographical fiction; new number
—308768	Alternative histories; new number

**Table 3C. Notation to be added where instructed in table 3b, 700.4, 791.4, 808–809**

—3	Arts and literature dealing with specific themes and subjects; revised and expanded
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**Table 4. Subdivisions of individual languages and language families**

—014	Communication; semantics, pragmatics, languages for special purposes; revised and expanded
—0188	Corpus linguistics; new number
—803	Translating materials on specific subjects
—804	Translating literature (belles-lettres) and rhetoric; relocated from —802
—823	Punctuation; new number

**Table 5. Ethnic and National Groups**

—59	Romanians; peoples who speak, or whose ancestors spoke, Rhaetian languages; Sardinians; Corsicans; expanded
—699	People who speak or whose ancestors spoke, Galician; new number
—914	South Asians; revised and expanded
—91829	Montenegrins; new number
—9183	Croats and Bosnians; new number and subdivision; Croats relocated from —9182
—935	Cushitic and Omotic peoples; expanded
—9423	People who speak, or whose ancestors spoke, Mongolian proper; new number



—94823	Gond
—94824	Kandh (Kondh, Kui); new numbers
—9489	Peoples who speak, or whose ancestors spoke, miscellaneous languages of south Asia; new number and subdivision
—9517	Hakka; new number
—954	Tibeto-Burman peoples; expanded
—959	Miscellaneous Southeast Asian peoples, Munda; revised and expanded
—9838	Peoples who speak, or whose ancestors spoke, Tupí languages; revised and expanded
—9922	Peoples who speak, or whose ancestors spoke, Malayo-Polynesian languages of Indonesia, Malaysia, Singapore, Brunei, East Timor; peoples who speak, or whose ancestors spoke, Chamic languages; expanded
—9959	Fijians; new number

#### **Table 6. Languages**

—599	Rhaetian languages; Sardinian, Corsican; expanded
—699	Galician; new number
—91489	Divehi (Maldivian); new number
—91492	Languages of east central zone of Indo-Aryan languages (Eastern Hindi languages); new number
—91496	Pahari languages; new number
—9183	Croatian and Bosnian New number and subdivision; Croatian relocated from —9182
—9457	Sámi (Saami) languages; new number and subdivisions relocated from —9455
—9489	Miscellaneous languages of south Asia; new number and subdivisions
—95978	Yao; new number
—9838	Tupí languages; revised and expanded
—9922	Malayo-Polynesian languages of Indonesia, Malaysia, Singapore, Brunei, East Timor, Chamic languages; expanded
—99482	Tongan (Tonga)
—99484	Niue (Niuean); new numbers
—9959	Eastern Fijian languages; new number
—9998	Sign languages; new number and subdivisions

#### **4.9 Self-assessment Questions**

- Q.1 What is meant by standard subdivisions in DDC? Discuss the summary of first two tables with examples of number building.
- Q.2 Discuss the summary of Table 3 with five examples of number building.

#### **4.10 Activities**

- Visit a university library and examine all the tables in DDC.
- Visit technical/classification section of any large library and observe the use of tables and process of number building in DDC.

## UNIT NO. 5

### DDC: THE SCHEDULES 000 - 599

#### 5.1 Introduction

The first three digits of schedule numbers (main classes, divisions, sections) appear only once in the number column, when first used. They are repeated at the top of each page where their subdivisions continue. Subordinate numbers appear in the number column, beginning with a decimal point, with the initial three digits understood. Some numbers in the schedules and tables are enclosed in parentheses or square brackets. Numbers and notes in parentheses provide options to standard practice. Numbers in square brackets represent topics that have been relocated or discontinued, or are unassigned. Square brackets are also used for standard subdivision concepts that are represented in another location. Bracketed numbers should never be used.

#### 5.2 Class: 000 Generalities

This class had no name in Dewey's first edition (1876), but it has long been called the "General works" or "Generalia" class. As indicated by its name, it is a mixture of related and only vaguely related subjects, such as Library and information sciences (020). Other examples include: news media, journalism, publishing (070); Knowledge (001); the book (002); Systems (003) (not to be confused with computer systems); Data processing, Computer science (004); Computer programming, programs, data (005); and special computer methods (006). Below is the summary of first class i.e. Generalia, followed by details of each division.

#### Outlines of Class 000

- 000 Generalities
- 010 Bibliography
- 020 Library and information sciences
- 030 General encyclopedic works
- 040 [Unused]
- 050 General serial publications
- 060 General organizations and museology
- 070 News media, journalism, publishing
- 080 General collections
- 090 Manuscripts and rare books

**Division 000:** In the first subdivision of the schedules the true "generalities" of the class reside, including broad, fundamental concepts of learning, culture, and research as well as disputable or questionable information such as UFOs (001). The second section contains general concepts and interdisciplinary pieces about monographs (002), followed by general concepts of prediction, computerized representations, intercourse, and information, and theories of making decisions (003). Needing a good home, the topics of data processing and computer science found this a welcoming place with plenty of room to grow and one that eliminates the need to decide the argument of whether computers should be considered more science than technology, or whether the machines should be placed with their applications (004–006).

**Division 010:** This division is reserved for bibliographies or lists of titles that may appear in any format or a particular format, on a particular subject, or from a particular place (010–016). Also,

found here are such lists as specific collections or catalogs, including the catalogs of libraries (017–019).

**Division 020:** The third division of class 000 in the schedules contains all information involving libraries and related disciplines (020–027) and one section on the use of informational materials and reading as an activity (028).

**Division 030:** Encyclopedias that include information on broadly diverse topics are found in the fourth division. The first section is for books of general facts and standard subdivisions of the division (030), followed by encyclopedias organized by language (031–039).

**Division 040:** Unassigned.

**Division 050:** All publications that are periodically issued are found in this division and are arranged like 030 with general publications and standard subdivisions for the division first (050) followed by works organized by language (051–059).

**Division 060:** Organizations that are not related to a specific field or discipline are located in this division with an arrangement similar to 030 and 050 with general organizations and standard subdivisions of the division first (060), then works arranged by country (061–068). Museums, because they are considered general organizations, or perhaps because there was no other logical place to put them, placed under the division (069).

**Division 070:** Journalism in all forms, including newspapers, periodicals, motion pictures, and broadcast media, is in this division. It is organized like the previous three divisions with general aspects (070.1–.4) and standard subdivisions (070.01–.09) for the division first (070), then the remaining sections are arranged by location (071–079). Historical and persons treatment of journalism and newspapers (070.9) are found separate from this geographic treatment. All aspects of publishing, including book publishing, are also included in the first section (070.5). The Historical, geographic, persons' treatment of publishing (070.509) is separated from that of journalism.

**Division 080:** As in the preceding divisions, collections of addresses, lectures, essays, interviews, graffiti, and quotations in general and the standard subdivisions for the division are first (080) and such collections grouped by language follow (081–089). Works that emphasize the literary form and quality of these formats are not included in this division but, are placed with literature.

**Division 090:** Manuscripts (091) and rare materials or works that are unusual for some reason, such as through their ownership or origin, and titles that are forgeries or hoaxes are in the concluding sections of the first class of the schedules (092–099).

Example of number building process with these divisions is as follow:

**Example Title: A bibliography of Chinese legal literature in English.**

A review of the division summations above indicates that bibliographies are found in 011–019, with bibliographies and catalogs of works from specific places found in 015. However, this work is about Chinese legal literature but not written in Chinese. Looking further, 016 is Bibliographies and catalogs of works on specific subjects or in specific disciplines, in this case, legal subject matter. Looking under 016 we find "Add to base number 016 notation 001–999" and "Add to the various subdivisions of 016 notation 01–09 from Table 1 as required. "Reviewing the summaries found at the front of Volume 2, the "Hundred Divisions" show law is found in 340, and the "Thousand Section" indicate Law of specific jurisdictions and areas is found in 349. Thus, the number so far is, 016.349.

Under 349 in the Schedule we find:

**.1 Law of specific socioeconomic regions**

Add to base number 349.1 the numbers following —17 in notation 171–177 from Table 2 . . .

**.4–.9 Laws of specific jurisdictions and areas of modern world**

Add to base number 349 notation 4–9 from Table 2 . . .

Looking in the Table 2 Summary, Asia is found at —5, and China at —51.

**016.34951** *Chinese Law, Past and Present: A Bibliography of Enactments and Commentaries in English Text.*

**5.3 Class 100: Philosophy, Paranormal Phenomena, Psychology**

The traditional branches of philosophy are situated in divisions of the 100 class, however, Aesthetics is found under the division of metaphysics at 111.85. *Metaphysics* the study of the source and substance of reality (110), *Epistemology* the study of what one can know about reality (120), *Logic* the study of valid inference (160), *Ethics* the study of proper conduct (170), *Aesthetics* the study of beauty (111.85). The specific philosophical schools are separated from the other elements of philosophy on one side by Paranormal phenomena (130) and the other by Psychology (150).

**Outlines of Class 100**

- 100 Philosophy and psychology
- 110 Metaphysics
- 120 Epistemology, causation, humankind
- 130 Paranormal phenomena
- 140 Specific philosophical schools
- 150 Psychology
- 160 Logic
- 170 Ethics (Moral philosophy)
- 180 Ancient, medieval, Oriental philosophy
- 190 Modern western and other non-Oriental philosophy

Further details of these divisions is as follows

**Division 100:** Only the standard subdivisions for philosophy in general are found in the first section (101–109).

**Division 110:** Metaphysics is found in the first of the branches of philosophy in the Schedules, and includes ontology (111); the character of the universe including the origin and nature of life, or cosmology (113); and physical concepts of the universe such as the correlation of space and matter (114); eternity, the relationship between time and motion (115); evolution, motion, and process (116); matter, form, order, and chaos (117); power and force (118); and concepts of quantity (119).

**Division 120:** This division also contains philosophical works. These include philosophical aspects of knowledge, faith, and values, or epistemology (121); chance, cause, purpose, and freedom of will (123–124). This also includes features of the human race such as aspects of perception (126–127); and works on attributes of human life including emotions and human souls (128–129).

**Division 130:** Themes found here include ways to achieve a successful life that are outside of natural law or are in the realm of the supernatural (131). However, these would be "secular phenomena" as opposed to that involved in a religious experience, which is found in 200. Next come ghosts and haunted places (133.1); various methods of fortunetelling(133.3); devil

worship, witchcraft, and magic (133.4); astrology (133.5); palmistry (133.6); psychic phenomena (133.8); and spiritualism (133.9). Other such phenomena are non-psychological aspects of dreams (135), and unusual methods of ascertaining character and mental abilities such as handwriting (137); analysis of physical features (138); and the skull (139).

**Division 140:** This division returns to the discipline of philosophy and contains specific schools and viewpoints. These include idealism and related topics (141); critical philosophy (142); Bergsonism and intuitionism (143); humanism and related topics (144); sensationalism (145); naturalism and related topics (146); pantheism and related topics (147); dogmatism, eclecticism, liberalism, syncretism, and traditionalism (148). Other philosophical schools, such as realism and mysticism conclude the division (149).

**Division 150:** The Schedules leave philosophy again in this division, which is used for the discipline of psychology. The first section contains only the standard subdivisions of psychology (150.1–.9). Aspects of psychology follow, such as sensation, movement, emotions, and drives (152); intellectual processes (153); and aspects of the conscious mind (154). Applications of psychology conclude the division. These are the study of growth and individualization (155); the psychological comparison of humans and other living organisms (156); and the application of psychology to effect individual improvement (158).

**Division 160:** This division, which contains logic, is short as pages go but is filled with ideas and theories. The important principles of induction (161) and deduction (162) lead off, followed by errors and fallacious inductions (165); syllogisms (166); hypotheses (167); controversy, debate, and influencing by reason (168); and ending with analogy (169).

**Division 170:** This division, used for ethics, returns to philosophy because ethics is the same as moral philosophy. The first section is used for standard subdivisions of ethics (170.1–.9), with the special topics of meta-ethics and normative ethics (170.4). Various systems of ethics are next (171), with the remaining section numbers used for the various categories of ethics. These are ethics involving the political state (172) followed by ethics within the family (173); ethics of work or professions (174); social activities, amusement, and entertainment (175); ethics involving procreation and other sexual activities (176); ethics involved in social relationships (177); the ethics of gluttony, greed, and the use of addictive substances (178); the treatment and respect for other life, foul speech, vices, and virtues (179) conclude the division.

**Division 180:** This division is used for ancient, medieval, and Oriental philosophy. The first section contains only the standard subdivisions for the division (180.01–.09), and for ancient philosophy (180.1–.9). Oriental philosophy follows (181) with the standard subdivisions of Oriental philosophy (181.001–.009) and philosophies based on specific religions (181.04–.09), followed by the philosophies of various geographical areas (181.1–.9). The ancient philosophies, including preSocratic (182), Sophistic, and Socratic philosophies (183), Platonic (184), Aristotelian (185), skeptic and neo-platonic (186), Epicurean (187), and stoic (188) come next. Medieval western philosophies conclude the division (189).

**Division 190:** The last division of the class is for postmedieval western and all other philosophies arranged by geographic location (191–199).

## **5.4 Class 200: Religion**

### **Introduction**

The religious biases, particularly in early editions of DDC, were highly criticized. That is many inadequacies and religious biases in Dewey's Decimal Classification were due to the personal peculiarities of Dewey himself. However, many issues were resolved in the later on editions. A

set of techniques was supplied in *DDC 18* to allow preferred treatment, with shorter numbers, for any belief. In short, Christianity has been given lots of space as compared to other religions of the world. Details can be found in the following outlines.

### **Outlines and Details of Class 200**

- 200 Religion
- 210 Philosophy and theory of religion
- 220 Bible
- 230 Christianity Christian theology
- 240 Christian moral and devotional theology
- 250 Local Christian church and Christian religious orders
- 260 Christian social and ecclesiastical theology
- 270 Historical, geographic, persons treatment of Christianity Church history
- 280 Denominations and sects of Christian church
- 290 Comparative religion and religions other than Christianity

Further details of these divisions is given below

**Division 200:** This division is used for the standard subdivisions of religion in general (200.1–.9). Standard subdivisions of Christianity have been moved from this division into 230, 260, or 270 in the continuing effort to remove the Christian bias in the Schedules.

**Division 210:** This division is used for the philosophy and theory of religion and contains those works in which religious convictions or viewpoints are achieved through reason, observation of nature, and speculation instead of revelation. A further analysis of the breadth of the division shows that it includes the concepts of natural and philosophical theology. The standard subdivision, theory of philosophy of religion (210.1), is found in this section then 211–219 are concerned with concepts and characteristics of God, including such disparate "isms" as polytheism, monotheism, humanism, and skepticism in addition to creation, science and religion, theodicy, and humankind.

**Division 220:** The Bible, the Holy Scriptures used by Judaism and Christianity, is found in this division. Standard subdivisions (220.01–.09) and generalities, such as sources and verification (220.1), are found in this very crowded section, followed by versions and translations (220.4–.5); introductions to the scriptures, literary and historical criticism (220.6); Commentaries (220.7); non-religious subjects in the scriptures (220.8); and ending the section with geography, history, chronology, persons of biblical lands and time (220.9). The Old Testament, or Tanakh, is covered next with general works (221) followed by the historical books (222), poetic books and wisdom literature (223), and prophetic books (224). The Manual suggests an optional arrangement for the Tanakh, or Jewish scriptures, which includes the Torah (222), Ketuvim (223), and Nevi'im (224). Christianity's New Testament is next with general aspects first (225), followed by the Gospels and Acts (226), the Epistles (227), Revelation (228), and concluding the division with Apocryphal or non-canonical works (229).

**Division 230:** General aspects of Christianity and Christian theology are found in this division. Standard subdivisions of Christianity are first (230.002–.007), followed by standard subdivisions of Christian theology (230.01–.09), and doctrines of specific denominations and sects (230.1–.9). Aspects of Christian theology include God (231) and Jesus Christ and his family (232). In addition, this divisions covers human beings and their place in Christianity, including the creation, original sin, good and evil (233); salvation and grace(234); saints, angels, and devils

(235); humankind's purpose and destiny (236); creeds(238); ending with arguments in defense of precepts of Christianity and attacks upon its detractors (239).

**Division 240:** Christian moral (241) and devotional theology are found in this division; meditations and prayers for devotional use (242); evangelical works (243); art in Christianity (246); church furnishing (247); spirituality, worship, and Christian life and practices (248–249).

**Division 250:** This division is for the local Christian church and the religious orders. Standard subdivisions are first (250.1–.9), then following are all aspects of the local church including preaching and sermons (251–252); pastoral life, duties, and administration(253–254, 259); and Religious orders (255).

**Division 260:** This division covers Christian social and political roles (261); church organization and government (262); religious observances and worship (263–265); missions (266); organizations that are part of Christianity but not necessarily Christian organizations(267); religious education (268); and evangelism and Pentecostalism end the division (269).

**Division 270:** This division is used for the church history (271–273) and geographical treatment of Christianity (274–279).

**Division 280:** Denominations and sects of the Christian church are in this division, with the standard subdivisions (280.01–.09) and branches (280.2–.4) first, followed by early and Eastern churches (281); Roman Catholic Church (282); Anglican churches (283); and Protestant denominations and other sects (284–289).

**Division 290:** The last division of this class contains comparative religion (291) and all other religious faiths with classical religions first (292); Germanic religions (293); Buddhism, Jainism, Hinduism, and Sikhism (294); Zoroastrianism (295). The other two great religions that, besides Christianity, recognize the Old Testament's Abraham are Judaism (296) and Islam, which shares a section with Babism and Bahai Faith (297). All other religions are crowded into 299, arranged by ethnic orientation (299).

Thus, Dewey's religious bias can easily be judged that out of nine divisions eight divisions were for Christianity and only one was devoted to other religions of the world.

### **5.5 Class 300: Social Sciences**

Social sciences is an extensive class that includes such diverse subjects as general statistics, law, military science, and etiquette etc and it ranks second in size to Technology (Applied sciences), but in complexity it ranks first. Economics (330) was placed between Political science (320) and Law (340) and kept away from Commerce, communications, transportation (380) which is surprising. Same is the case with public administration and military science which were placed in the same division. Customs, etiquette, folklore (390) is the oddest of the DDC divisions. Customs is a part of culture and consequently belongs in 306, Culture and institutions. Costume and personal appearance both belong in the 640s, Home economics and family living. Folklore is also culture, but Folk literature belongs in literature, not the Social sciences, for it is a compendium of literary works of the imagination. Etiquette (little ethics) belongs with "big ethics," 170. And the Customs of war and diplomacy are here rather than with war in 355 and diplomacy in 327. Thus, this class is very badly conceived.

#### **Outlines and particulars of Class 300**

- 300 Social sciences
- 310 General statistics
- 320 Political science (Politics and government)

330	Economics
340	Law
350	Public administration and military science
360	Social problems and services; associations
370	Education
380	Commerce, communications, transportation
390	Customs, etiquette, folklore

Following is the detail of each division of class 300

**Division 300:** The standard subdivisions of social sciences are found in the first division(300.1–.9) followed by books in sociology and anthropology that are general in nature(301). More specific topics come next, such as interpersonal and social relationships, and non-technical concepts of communication (302); socialization by various parts of society and studies on all aspects of social change(303); natural and demographic factors impacting society, domestic emigration and migration (304); specific groups that make up societies (305); the beliefs, values, mores, and institutions that make up societies (306);and the study of communities (307).

**Division 310:** This division contains books on the various statistics of societies, such as censuses. Statistics of specific subjects are found with the subject plus the notation from Table 1 for statistics (—021), but statistical data not related to a specific topic are found here (310) followed by general statistics of specific locations in the modern world (314–319).

**Division 320:** This division is used for political science, or the study of politics and government. The first section contains standard subdivisions (320.01–.09), and general aspects of the discipline, such as the structure and functions of government, and political conditions (320.1–.9). The various types of government are found in the next section (321) followed by relationship of the government to its governed peoples (322) and their rights (323). Books on political parties and elections are next (324) followed by the international movement of peoples, including colonization (325); political aspects of slavery and emancipation (326); relationships between countries (327); books about laws, lawmaking, and the governmental bodies that are responsible for them are place here (328).

**Division 330:** This division is used for economics; the first section being reserved for standard subdivisions (330.01–.09). The "systems" part of the first standard subdivision (—011) is in a separate section (330.1) as are the geographic and historic treatments of economic conditions (330.9). The next section is reserved for topics concerning the work force (331), followed by books on banking and money (332). The next section is used for economic aspects of natural resources, including land and forms of energy (333), then various types of economic cooperation in banking, housing, and other forms (334) and all types of socialism (335). Finance of governments is in the next section (336), followed by international economic cooperation of governments, policies, and relations (337). All types of economic production are in the next to last section (338), and the division ends with economics on a more universal scale, such as the distribution of wealth and aspects of the national product, macroeconomics (339).

**Division 340:** The next division is used for law or jurisprudence, and like the previous division, the standard subdivisions (340.02–.09) are in the first section. However, philosophy and theory of law is separate (340.1) and found with general aspects (340.2–.9). The next section is reserved for international law (341) and the remaining sections encompass specific kinds of law that is laws that are constitutionally based and those dealing with government duties and responsibilities (342); military law, public property, tax law, law of commerce (343); law concerning the work force, education, and other social and cultural activities (344); all aspects of



criminal law (345); noncriminal law involving persons (346); civil trials and procedures (347); statutes and regulations (348); and the division ends with laws and regulations of specific areas (349).

**Division 350:** This division holds such unlikely companions as the executive branch of government, civil service, and military and naval sciences. Standard subdivisions of public administration are found in 351 (351.01–.09), followed by administration of areas in general (351.1) and specific areas (351.3–.9). Finances, personnel, and other aspects of public administration (352–354) are in the next section (352), followed by administration of specific services or functions (353) and of the economy and environment (354). Military science in general is in the next section (355), followed by land-based services and warfare including the infantry (356.1); cavalries and mounted forces (357); missile and armed forces (358.1); engineering services (358.2); air and space warfare and forces (358.4 and .8) complete the section. The last section is used for sea forces and warfare (359), including marine forces (359.96).

**Division 360:** This division is reserved for societies' problems and services available (361–365) and associations (366–369). In the first section, standard subdivisions for social problems and services (361.001–.008) are followed by free and fee based services, then material and guidance assistance (361.02–.06). General aspects of these services, such as social, private, governmental, and community actions (361.1–.9) end the section. Illnesses, disabilities, the poor, the aged, and other groups are in the next section (362), followed by public safety, housing, environmental, and population problems (363); crime, its prevention, and the treatment of criminals are in the next two sections (364–365); associations begin with philanthropic and social organizations (366–367), followed by insurance, which is a type of mutual help association (368); and the division ends with patriotic, military, racial, ethnic, and clubs for youths (369).

**Division 370:** Education is found in the next division, standard subdivisions being in the first section (370.1–.9), followed by schools, including teachers, students, the physical plant, and special education (371). Four out of the next five sections contain works about the levels of education, beginning with elemental education (372), then secondary education (373), and adult education (374). General aspects of curricula are found next (375), followed by higher education (378), and the division concludes with financial and policy issues (379).

**Division 380:** The next to last division is used for trade, communications, and transportation. The first section is reserved for standard subdivisions (380.01–.09) and books on trade in general (380.1), followed by domestic trade (381), and trade between countries (382) to conclude that subject. The next section begins communication with intercourse by mail (383), then communication by wire (384.1, .3, .6), wireless methods (384.5), and motion pictures (384.8). Railroads (385), followed by inland water transportation (386); marine, air, and space transportation (387); roads, local transportation, and pipelines (388); and concluding the division with systems of measurement and standardization (389).

**Division 390:** The final division is reserved for practices, manners, and conventions that are common to societies, in addition to tradition, lore, and folk tales common to a culture. The first section contains the standard subdivisions for the division (390.001–.009) and for customs (390.01–.09), followed by practices and conventions of social classes and those of occupations (390.1–.4). Works that are concerned with people's clothing and other ways that they adorn themselves are in the second section (391), followed by practices and conventions concerning the stages of life from birth to marriage and home (392), and to death (393). Conventions involving such diverse activities as consumption of food, drink, and drugs, holidays and other special days,

recreation, suicide, and cannibalism are all in the next section (394). Manners comes next (395), followed by folk literature, riddles, proverbs, and rhyming games (398). Customs of war and diplomacy conclude the class.

## 5.6 Class 400: Language

Class 400 represents language and literature. It includes special topics (e.g., bilingualism, multilingualism). Similarly, you can class here interdisciplinary works on language and literature. Class specific instances of bilingualism in 420–490 with the language dominant in the country in which the linguistic interaction occurs, without use of notation 01–09 from Table 1, e.g., a discussion of Spanish-English bilingualism in the United States 420. Some experts have been suggested that many aspects of this class should be reviewed.

### Outlines and particulars of Class 400

- 400 Language
- 410 Linguistics
- 420 English and Old English (Anglo Saxon)
- 430 Germanic (Teutonic) languages German
- 440 Romance languages French
- 450 Italian, Sardinian, Dalmatian, Romanian, Rhaeto Romanic languages
- 460 Spanish and Portuguese languages
- 470 Italic languages Latin
- 480 Hellenic languages Classical Greek
- 490 Other languages

Details of each of these divisions is as follows

**Division 400:** The first division is used only for standard subdivisions (401–409) with the special topics that is bilingualism and multilingualism (404.2).

**Division 410:** The second division is used for works on the structure of spoken and written language in general. The structure here is the same as in Table 4 and is followed by all of the succeeding languages: writing systems (—1 in Table 4, 411 in the Schedules); etymology(—2, 412); dictionaries (—3,413); phonology and phonetics (—15, 414); grammar (—5, 415); slang, jargon, and the history or evolution of language (—7, 417); standard usage of language (—8, 418); and the last section is language other than that spoken and written, such as finger spelling (419), which is not duplicated in the divisions for specific languages.

**Divisions 420–480:** The rest of the divisions are for specific languages, each of which is basically organized as is the 410 division. These are English and Old English (420); Germanic languages (430); French, Provençal, Franco Provençal, and Catalan (440); Italian, Sardinian, Dalmatian, Romanian, and Rhaeto Romanian languages (450); Spanish and Portuguese (460); Latin and Italic (470); and Greek (480).

**Division 490:** The last division encompasses all other languages, which are East Indo-European and Celtic languages (491); Afro-asiatic and Semitic languages (492); non-Semitic Afro-asiatic languages (493), Altaic, Uralic, Hyperborean, Dravidian languages (494), languages of east and southeast Asia, Sino-Tibetan languages (495), African languages(496), North American native languages (497), South American native languages (498),and Non-Austronesian languages of Oceania, Austronesian languages, Esperanto and Interlingua (499).

## 5.7 Class 500: Natural Sciences and Mathematics

The 500 class is a collection of topics that Western civilization has decided to call "science." According to the editors, mathematics should not be a part of 500. Therefore, this class was renamed as Natural Sciences and Mathematics in Edition 20 of DDC. Class here interdisciplinary works on natural and applied sciences. Similarly, class natural history in 508. Class scientific principles of a subject with the subject, plus notation 01 from Table 1, e.g., scientific principles of photography 770.1

### Outlines and Particulars of Class 500

500	Natural sciences and mathematics
510	Mathematics
520	Astronomy and allied sciences
530	Physics
540	Chemistry and allied sciences
550	Earth sciences
560	Paleontology Paleozoology
570	Life sciences Biology
580	Plants
590	Animals

**Division 500:** The first division is used for general physical (500.2) and space sciences (500.5), and natural history (508). The standard subdivisions are also found here (501–507, 509). History and description with respect to kinds of persons is separated from the rest (500.8).

**Division 510:** Mathematics is found in this division beginning with inductive and deductive mathematics, machine theory and similar aspects, graphs, combinatorial analysis, and mathematical models in the first section (511) followed by number theories and algebra (512); arithmetic (513); topology (514); calculus and other numerical analysis (515); geometry (516); and the last section is for probabilities (519.2); general game theory that is not associated with a specific application (519.3); the application of numerical analysis (519.4); sampling and statistics (519.5); programming (519.7); queuing and other applications of mathematics (519.8).

**Division 520:** Astronomy is located in this division in the sections 521 through 525. Gravitation, orbits, and similar topics are in the first section (521) and are followed by features usually found in the standard subdivision notation —028, which are techniques, procedures, apparatus, equipment, and materials (in this case, observatories, telescopes, and similar instruments). The next section is used for the universe, galaxies, and quasars (523.1); the solar system (523.2); our Moon (523.3); the planets in our solar system (523.4); meteors and solar wind (523.5); comets (523.6); our sun (523.7); stars (523.8); and natural satellites of other planets (523.9). Then in the usual egocentric way, our home, the Earth, is found in its own section (525). The next section is used for cartography, surveying, geodetic surveying, and geographical positions (526). Then locating, both in time and place, with celestial navigation (527), astronomical and nautical almanacs (528), and calendars (529) ends the division.

**Division 530:** This division is reserved for physics, and the first section contains the standard subdivisions (530.01–.09) plus general aspects of physics including relativity, quantum, and other theories (530.1); solid, liquid, gaseous states of matter in general (530.4); instruments (530.7); and measurement (530.8). The next three sections are used for more detailed works on the states of matter, which are dynamics, mass and gravity of matter, aspects of solid states, as

well as energy in general (531); fluids and their properties (532); and the properties of gases (533). The next sections are for specific forms of energy, which include sound (534); light (535); heat (536); electricity(537); magnetism (538); and the last section is reserved for what is called "modern physics," which refers to the structure of matter (539.1); radiation (539.2); atoms and molecules (539.6); and atomic and nuclear physics (539.7).

**Division 540:** This section is used for chemistry (541–547), crystallography (548), and mineralogy(549). General topics of chemistry are in the first section, which are the standard subdivisions (540.1–.9), and like astronomy, chemistry begins with general aspects, which are physical and theoretical chemistry (541), then continues on to the features of Table 1 (—028), techniques, procedures, apparatus, equipment, materials (542). Analytical chemistry (543); qualitative analysis(544); quantitative analysis (545); inorganic chemistry, which encompasses specific elements and compounds (546); ending the chemistry sections with specific elements and compounds of organic chemistry (547).

**Division 550:** This division is reserved for the earth sciences of geology, hydrology, and meteorology (551), petrology (552), and geologic materials with economic value (553). The rest of the division (554–559) is used for geographic locations of the earth sciences.

**Division 560:** The seventh division is used for what euphemistically could be called the "old life" sciences of paleontology and paleozoology, which lead to the life sciences in the next division. The first section has the standard subdivisions (560.1–.9), and stratigraphic paleontology (560.17) and paleoecology (560.45). Paleobotany and fossil microorganisms are in the next section (561), then fossil invertebrates (562) followed by various fossil marine and seashore invertebrates (563); fossil mollusks (564); fossil arthropoda (565); fossil chordates (566); and fossil coldblooded vertebrates and fishes (567); fossil birds (568); and lastly fossil mammals (569). Prehistoric man is found at the end of the division (569.9).

**Division 570:** This division is used for the life sciences with the standard subdivisions in the first section (570.1–.9) and microscopy (570.282) under Miscellany. Sections 571–575 are internal biological processes and structures, with the first two sections containing processes common to all organisms, which are physiology, diseases, reproduction, pathology(571), and biochemistry (572). Next are specific systems of animals and physiology (573) and the specific parts and systems of plants (575). The rest of the division is for more general aspects such as genetics and evolution (576); ecology (577); and adaptation, harmful or rare organisms, and organisms of specific environments (578).The next section begins with those devoted to the natural history of specific organisms, the first of which are microorganisms, fungi, and algae (579).

**Division 580:**This division is used for books on the study of plants with standard subdivisions in the first section (580.1–.9), and genetics, evolution, adaptation, and plant ecology in the next section (581), which ends with the geographic treatment (581.9) in the second section. Herbaceous and woody plants noted for their flowers (582) followed by flowering plants (583–584); conifers (585); seedless plants (586); vascular seedless plants (587); and mosses and liverworts (588) concluding the division.

**Division 590:** The last division of the class is used for animals and is arranged like the division above. Standard subdivisions (590.1–.9) are first followed by genetics, evolution and the young of animals (591.3); adaptation (591.4); behavior (591.5); beneficial, harmful, rare, and endangered animals (591.6), animal ecology (591.7), and the familiar geographic locations of animals (591.9). Specific groups of animals finish the class beginning with invertebrates such as flatworms, roundworms, and other types of worms (592); saltwater invertebrates (593); mollusks (594); shrimps, mites, spiders, scorpions, centipedes, insects, and other arthropods (595);

chordates (596); cold blooded vertebrates such as fish (597); birds (598); and moving up the evolutionary chain to mammals (599), with humans at the top (599.9).

### 5.8 Major Updates in Schedules

A number of changes have been done in schedules of DDC 23<sup>rd</sup> edition. Such as; Computer science (004–006) have been updated (and parallel provisions in Information storage and retrieval systems (025.04) and Computer engineering (621.39)) to reflect current technical trends. In Differential and developmental psychology (155), the topics of environmental and applied psychology have been added to be applied to groups of people. There is a revised and expanded development for logic in Philosophical logic (160) and Mathematical logic (511.3). In Religion (200), updates have been provided for the Orthodox Church and Islam. Similarly, there are several major changes throughout Social sciences (300). In Political science (320) (Politics and government), revisions and expansions for ideologies and political parties has been introduced. In short, the following changes have been made in the schedules:

003.72	Networks [as a kind of system]; new number
004.167	Handheld computing devices; new number
004.568	Semiconductor storage; new number
004.65	Communications network architecture; revised and expanded
004.6782	Cloud computing; new number
004.695	Internet telephony; new number
005.717	Error-correcting codes; new number, relocated from 005.72
005.74	Data files and databases revised and expanded 006.2 Special-purpose systems; new number and subdivisions
006.35	Natural language processing Computational linguistics relocated from 410.285
006.75	Specific types of multimedia software; new number and subdivisions
017	General bibliographies and catalogs held in specific collections or offered for sale; revised; 018 Catalogs arranged by author, main entry, date, or register number and 019 Dictionary catalogs relocated here
025.042	World Wide Web; new number and subdivisions
025.4	Subject analysis and control; revised
150.1985	Personal construct psychology
150.1988	Positive psychology; new numbers
155	Differential and developmental psychology; revised and expanded
160.119	Specific systems of classical and nonclassical logic; new number and subdivisions
176.2	[Ethics of] Reproductive technology
176.22	[Ethics of] Human cloning
176.3	[Ethics of] Birth control
176.4	[Ethics of] Sexual relations; new numbers
262.94	Codex iruis canonici (1983); expanded
281.5	Eastern churches; expanded
281.94–.99	Specific autocephalous, arbitrary autocephalous, autonomous, independent [Orthodox] churches; revised and expanded
296.76	[Religious experience, life, practice in Judaism for] Persons experiencing illness, trouble, bereavement; new number
297.0902	[Historical periods of Islam] 610–1499; revised and expanded

297.125	Hadith (Traditions) [of Islam]; new number and subdivisions relocated from 297.124
302.343	Bullying; new number
320.54	Nationalism, regionalism, internationalism; revised
320.56	Ideologies based on groups of people; revised and expanded; groups of people relocated from 320.508
324.2436	Parties of Austria
324.245	Parties of Italy
324.2494	Parties of Switzerland; revised and expanded
331.114	Qualifications [of Labor force]; revised
331.5	Workers by personal attributes other than age; revised and expanded
332.04246	Emigrant remittances; new number
335.4346	Asian national variants [of Communism]; new number
340.114	Justice; new number
341.2421	Council of Europe; new number
341.2422	European Union; expanded
343.08114	[Law of] Retail channels by merchandising pattern; new number and subdivisions
345.01	Criminal courts; expanded
346.02	Juristic acts, contracts, agency; revised and expanded
347.057	Legal costs and fees; new number and subdivision
361.43	Self-help groups; new number
361.772	International Committee of the Red Cross; International Federation of Red Cross and Red Crescent Societies; new number
362.19888	Abortion services, Interdisciplinary works relocated from 363.46
362.2993	[Substance abuse of] Inhalants
362.2995	[Substance abuse of] Stimulants; new numbers
362.59	[Social problems of and services to] Homeless and unemployed people; new number and subdivisions
362.682	Elder abuse [as a social problem]; new number
362.77	[Social problems of and services to] Specific groups of young people
362.78	[Social problems of and services to] Transgender and intersex young people, young people by sexual orientation, young people in intra-family relationships; new numbers and subdivisions relocated from 362.7086
362.8	[Social problems of and services to] Other groups of people; revised and expanded
363.32	Social conflict; revised and expanded
363.3494	[Public safety aspects of] Tsunamis; new number
363.728493	[Environmental problems of] Sewage; new number
364.1	Criminal offenses; revised and expanded
365.66	Services to prisoners; expanded
366	Secret associations and societies
369	Associations Both headings; revised and comprehensive works on associations relocated from 366 to 369; standard subdivisions revised at 366 and 369
370.8	Groups of people Discrimination in education relocated from 379.26
371.05	Public schools distinguished by source of funding, locus of control, and mandate; new number; relocated from 371.01

371.391 Waldorf method; new number  
 372.2 Specific levels of primary education; revised  
 372.37 Personal health and safety; social skills; expanded; comprehensive works on home and family management relocated from 372.82  
 372.65 [Primary education in] Foreign, official, second languages; bilingual instruction; expanded  
 372.7 [Primary education in] Mathematics; expanded  
 372.89 [Primary education in] History and geography Comprehensive works on social studies relocated from 372.82  
 373.23 Specific levels of secondary education  
 373.24 Academic, military, vocational [secondary] schools; revised  
 378.1035 Industry relations [in higher education]; new number  
 379.1122 Support of public preschool education  
 379.12122 National support of preschool education  
 379.128 Support [of public education] by regional intergovernmental organizations  
 379.154 Control [of public education] by regional intergovernmental organizations  
 379.3222 Public support of private preschool education; new numbers  
 391.4 Kinds of garments; accessories; buttons; revised and expanded  
 391.72 Finger rings; new number  
 393.93 Funerals; new number  
 394.1 Eating, drinking; using drugs; revised and expanded  
 401.45 Pragmatics; new number and subdivisions  
 401.47 Languages for special purposes; new number  
 401.95 Speech perception; new number  
 410.188 Corpus linguistics; new number  
 413.15 Dictionaries of abbreviations, acronyms, symbols; new number  
 413.17 Picture dictionaries; new number  
 418.07 Multilingual phrase books; new number  
 427.942 Geographic variations [of English] in England and Wales; revised and expanded;  
 427.9421–.9428 Geographic variations [of English] in parts of England relocated from 427.1–.8  
 Apart from these, so many other changes/updates have been done in the schedules of 23<sup>rd</sup> edition of DDC.

## **5.9 Self-assessment Questions**

- Q.1 Define class Generalia. Also, discuss in detail each division of Generalia of DDC.
- Q.2 What is meant by “Schedule” in DDC? Discuss
- Q.3 Write note on the class reserved for Social Sciences in DDC.

## **5.10 Activities**

- Visit OCLC website and see the summaries of DDC.

## UNIT NO. 6

### DDC: THE SCHEDULES 600 – 900

#### 6.1 Class 600: Technology (Applied sciences)

The 600 class is named as Technology and Applied Sciences which is one of the largest of all classes in number of entries and represents the enormous growth of technology during the century since Dewey first developed his system. Only classes 610 and 620 were targeted for revision on the basis of survey. A major readjustment would move both Human anatomy (611) and Human physiology (612) into Zoology (591), partially to liberate space in the 610s and to affirm their relationship to the anatomy and physiology of animals. However, the idea was withdrawn after receiving extensive criticism. Much like class 300, the problems of illogical arrangement, disciplinary overlap, and overcrowding in this class are widely recognized. This is because of the very fast developments in applied/technological sciences. Thus, 600 will remain a strange amalgamation of parts that are shoehorned together under the caption of Technology (Applied sciences).

#### Outlines of Class 600

- 600 Technology (Applied sciences)
- 610 Medical sciences Medicine
- 620 Engineering and allied operations
- 630 Agriculture and related technologies
- 640 Home economics and family living
- 650 Management and auxiliary services
- 660 Chemical engineering and related technologies
- 670 Manufacturing
- 680 Manufacture of products for specific uses
- 690 Buildings

#### Revisions

Some changes were made in the DDC 21 edition. These changes were indicated in the headings by adding a phrase, such as *related*.

630 Agriculture ***changed to*** 630 Agriculture and related technologies

640 Home economics and services ***changed to*** 640 Home economics and family living

660 Chemical engineering ***changed to*** 660 Chemical engineering and related technologies

680 Manufacture for specific uses ***changed to*** 680 Manufacture of products for specific uses

Similarly, many changes have been made in the standard subdivisions in DDC 21 such as;

611 Human anatomy, cytology, histology ***changed to*** 611 Human anatomy, cytology (cell biology), histology (tissue biology)

614 Incidence and prevention of disease ***changed to*** 614 Forensic medicine, incidence of disease, public preventive medicine

617 Surgery and related medical specialties ***changed to*** 617 Miscellaneous branches of medicine  
Surgery

618 Gynecology and other medical specialties ***changed to*** 618 Other branches of medicine  
Gynecology and Obstetrics



## 6.2 Class 700: The Arts and Decorative Arts

Although DDC is designed as a comprehensive scheme of knowledge classification for general libraries. However, most art libraries in the United States use the Dewey decimal classification system (DDC) or the Library of Congress system (LC), or systems modified from the Dewey or LC systems. For example, the systems used in the libraries of the Metropolitan Museum of Art and the Art Institute of Chicago are derived from the notation principles used in DDC. It remains a popular system in American libraries, and may be satisfactory in smaller art library collections where close classification is not considered an important factor. This covers; Description, critical appraisal, techniques, procedures, apparatus, equipment, materials of the fine, decorative, literary, performing, and recreational arts.

### Outlines of Class 700

700	The arts Fine and decorative arts
710	Civil and landscape art
720	Architecture
730	Plastic arts Sculpture
740	Drawing and decorative arts
750	Painting and paintings
760	Graphic arts Printmaking and prints
770	Photography and photographs
780	Music
790	Recreational and performing arts

## 6.3 Class 800: Literature (Belles-Lettres) and Rhetoric

Class 800 has been expanded through the years, by substantive changes, particularly in its auxiliary tables, and instructional changes in the schedules. A critique of its assumptions concerning literary forms appeared at the time when *DDC 18* was published. The problems were faced by cataloguers as well as by users.

1. The most common problems encountered by the catalogers were:

- (a) the difficulty in application caused by the lack of clear, workable definitions of the forms;
- (b) the problems of treating works of mixed forms or uncertain forms; and
- (c) some of the forms that are questionable in their nature as literary forms.

2. Similarly problems encountered by the users were:

- (a) inconvenience resulting from the separation and scattering of works written by and about single authors; and
- (b) confusion caused by the seemingly arbitrary decisions made by the catalogers as regards the forms of certain literary works.

Many experts have suggested steps of dealing with this class that should be followed while using DDC. Also, it is important that the classifiers using DDC should remember the application of the Tables; 3A (for individual authors), 3B (for more than one author), and 3C (for a topic in literature or literature focused on specific persons). The Manual provided with DDC is a useful tool for the guidance of novices still learning how to handle literature.

Thus, class here works of literature, works about literature. After general topics (800–809) the basic arrangement is literature by language, then literature of each language by form. More detailed instructions are given at the beginning of Table 3. Unless other instructions are given,

observe the following order of preference, e.g., collections of drama written in poetry from more than two literatures 808.82 (not 808.81):

- Drama
- Poetry
- Fiction
- Essays
- Speeches
- Letters
- Miscellaneous writings
- Humor and satire

Class folk literature in 398.2; class librettos, poems, words written to be sung or recited with music in 780.26; class interdisciplinary works on language and literature in 400; class interdisciplinary works on the arts in 700

### **Outlines of Class 800**

- 801–809 Standard subdivisions; rhetoric; collections; history, description, critical appraisal of more than two literatures
- 810 American literature in English
- 820 English and Old English (Anglo-Saxon) literatures
- 830 German literature and literatures of related languages
- 840 French literature and literatures of related Romance languages
- 850 Literatures of Italian, Dalmatian, Romanian, Rhaetian, Sardinian, Corsican languages
- 860 Literatures of Spanish, Portuguese, Galician languages
- 870 Latin literature and literatures of related Italic languages
- 880 Classical Greek literature and literatures of related Hellenic languages
- 890 Literatures of other specific languages and language families

### **6.4 Class 900: Geography, History, and Auxiliary Disciplines**

One might think that because history cannot change there would not be much revision in 900, besides those updates required by the constant evolution (sometimes revolution) of governments as leaders are replaced, and wars started and halted. But history can be transformed to the extent that changing philosophies can interpret the past differently. Differences also occur because the existence of governments is at the whim of humankind's aggressions and desires. Thus, a country can emerge from another (as with the former Soviet states); others can be merged following wars. Consequently, 900 will *always* change and evolve and drive classifiers.

Class here social situations and conditions; general political history; military, diplomatic, political, economic, social, welfare aspects of specific wars. Similarly, class here interdisciplinary works on ancient world, on specific continents, countries, localities in 930–990. Class history and geographic treatment of a specific subject with the subject, plus notation 09 from Table 1, e.g., history and geographic treatment of natural sciences 509, of economic situations and conditions 330.9, of purely political situations and conditions 320.9, history of military science 355.009

### **Outline of Class 900**

900	Geography, history, and auxiliary disciplines
910	Geography and travel
920	Biography, genealogy, insignia
930	History of ancient worlds to ca. 499
940	General history of Europe Western Europe
950	General history of Asia Orient Far East
960	General history of Africa
970	General history of North America
980	General history of South America
990	General history of other parts of world, of extraterrestrial worlds Pacific Ocean and related Islands

## **6.5 Self-assessment Questions**

- Q.1 Using class 700 and tables assign numbers to the following
- History of Pakistani art
  - Autobiography of Allama Muhammad Iqbal
- Q.2 Using classes 600-900 and tables assign numbers to the following
- Khwab sheshe ka (Pakistani Novel)
  - Pakistan: A hard country
  - Development of Auto Mobile industry in Pakistan

## **6.6 Activity**

Visit a university library and help a classifier in assigning class numbers to the unclassified documents on his/her table by using DDC scheme of classification

## UNIT No. 7

### BOOK NUMBERS

#### 7.1 Introduction

Once the DDC classification number or classification number from any other scheme is assigned, the next step is to establish a book, or author number. In this unit two different book number schemes are discussed with examples. Those are Cutter-Sanborn numbers and Library of Congress author numbers. Apart from these two approaches, many local or homemade systems of book number codification are often used all over the world. Here, it is important to note that any system of book numbers will have to be adjusted to *fit* into an individual library's shelf list to maintain the desired shelf order.

#### 7.2 The purpose of Book Numbers

The DDC number itself, for a book, is not sufficient to differentiate a work from others in the same class. The purpose of building a book number is to create a shelf location for each work in a library. This number is composed of a *call number*, which is composed of a *classification number* (if classified) and an *author notation*, which also may be called a book number or cutter number. A book number may represent one or more of the following: Author No., Year of Publication, Accession No. or any other such appropriate feature. It is possible, or even very likely, that several books in a library will be classified in the same DDC number. So, it is necessary to use the author number to create this call number. The initial letter in the book number is usually the first letter of the author's surname or the first letter of the main entry. The most obvious function of a book number is to create a unique call number for each work in a library. Other purposes are:

1. To arrange books in order on the shelves
2. To provide a brief and accurate call number for each book
3. To locate a particular book on the shelves
4. To provide a symbol for charging books to borrowers
5. To facilitate the return of books to the shelves
6. To assist in quick identification of a book when inventories are

#### 7.3 Book Number Schemes

There are two book number schemes that mostly used with Dewey Decimal Classification (DDC) scheme. These are following;

##### 7.3.1 Cutter Tables

The most popular book number scheme used with the DDC was devised by Charles Ammi Cutter. The notations are called cutter numbers, and assigning them is referred to as "cuttering" or "to cutter." The most commonly used version of the Cutter scheme is the *Cutter-Sanborn Three-Figure Author Table*, altered and fitted with three figures by Kate E. Sanborn. The original Cutter table had only two figures. The Cutter table consists of two or more initial letters from a surname or a surname and a three-digit number. Letters *E, I, J, K, O, U, Y*, and *Z* are followed by two-digit numbers. The table is arranged as follows:

<b>Bern</b>	455
<b>Ben</b>	456
<b>Benc</b>	457

<b>Bend</b>	458
<b>Bendo</b>	459
<b>Chandl</b>	455
<b>Chandler, M.</b>	456
<b>Chanl</b>	457
<b>Chann</b>	458
<b>Chant</b>	459

The cutter number includes the initial letter of the author's name and then the number. Find the letter group nearest the author's surname and combine the initial letter with the numbers. If the author's name "fits" between two curer numbers, use the first listed in the Schedule: Bendix is B458, *not* B459. Because it falls between Bend and Bendo, the *first* of these is used. Work marks, or work letters, are commonly used with cutter numbers to help maintain alphabetical order on the shelves and to create a unique call number for each work. The work mark is usually the first letter of the title of the work, including articles. The work mark comes *after* the book or cutter number. Thus, the call number for James Michener's *Hawaii* would be as follows:

813.5  
M623h

To maintain alphabetical order, it is sometimes necessary to use two letters from the title. Thus, Michener's *Caravans* and his *Centennial* would have these work marks:

813.5  
M623c M623ce  
or  
M623ca

In many libraries it is a policy to classify the literary works of authors with books *about* the author and his or her works. The books by an author are generally placed before the works *about* the author and his or her works. Usually a letter from the end of the alphabet is placed after the cutter or book number, followed by the initial of the author of the biography or criticism. Thus, Arthur Day's *James A. Michener*, which is a critical study of Michener's work, could be classified as follows:

813.5  
M623zD

The use of z ensures that the criticism will stand after all other works by Michener. Another commonly used work mark identifies different editions of a work. For this purpose, either the date can be placed in the call number or a number can be placed after the work mark. Thus, if a library happened to have three different editions of Michener's *Hawaii*, the editions would be distinguished as follows:

813.5 813.5 813.5  
M623h M623h2 M623h3  
or  
813.5 813.5 813.5  
M623h M6233h M623h  
1970 1972

The use of work marks is a matter of cataloging policy in each library. Their use and application vary from library to library depending on the size of the collection and the patrons. In all cases, work marks should be kept simple and should not be confusing.

### **7.3.2 Library of Congress Author Numbers**

The author notations used with the Library of Congress classification can also be used with the DDC. The author number consists of the initial letter of the author's name or main entry followed by a number derived according to the directions given in the tables that follow. The numbers are used decimally.

### **7.4 Self-assessment Questions**

- Q.1 Define book number and discuss its importance.
- Q.2 Using library of congress classification build book number for a book titled “Public Library Legislation in Pakistan: Textual Sources, compiled with an introduction” by Mumtaz Ali Anwar

### **7.5 Activity**

Visit various university libraries and identify the schemes used for building book numbers in those libraries.

## UNIT NO. 8

### SUBJECT HEADINGS: INTRODUCTION, PRINCIPLES, AND GRAMMAR

#### 8.1 Introduction

Subject Heading is the most specific word or group of words that captures the essence of the subject or one of the subjects of a book or other library material (e.g. serial, sound recording, moving image, cartographic material, manuscript, computer file, e-resource etc.) which is selected from a subject heading list. Subject heading works as an access point and enables the work to be searched and retrieved by subject from the library catalog database. Subject headings are used in catalogue, bibliography and index. A subject heading may be subdivided by the addition of form subdivisions, geographical subdivisions, chronological subdivisions, and topical subdivisions to add greater specificity or add a parenthetical qualifier to add semantic clarification. There are two popular subject heading lists namely Library of Congress Subject Headings (LCSH) and Sears List of Subject Headings.

#### 8.2 Subject Cataloging

Subject cataloging deals with what a book or other library item is about, and the purpose of subject cataloging is to list under one uniform word or phrase all the materials on a given topic that a library has in its collection. A subject heading is that uniform word or phrase used in the library catalog to express a topic. The use of authorized words or phrases only, with cross-references from unauthorized synonyms, is the essence of bibliographic control in subject cataloging. The purpose of a subject authority, such as the Sears List, is to provide a basic vocabulary of authorized terms together with suggestions for useful cross-references.

The two most common types of subject authorities are the thesaurus and the subject heading list. A true thesaurus, in the realm of information science, is a comprehensive controlled vocabulary of discrete unit terms, called descriptors, arranged in such a way as to display the hierarchical and associative relationships among terms. It is usually limited to particular realm of knowledge, as in the case of the *Art and Architecture Thesaurus*. The American national standards for thesauri are spelled out in the *NISO Guidelines for the Construction, Format, and Management of Monolingual Thesauri*. A subject heading list, such as the Sears List or the *Library of Congress Subject Headings*, is simply an alphabetical list of terms that have been established over time as warranted by the materials being cataloged. A subject heading list also indicates relationships among terms but does not attempt to establish any comprehensive hierarchies.

#### 8.3 Determining the Subject of the Work

The first and most important step in subject cataloging is to ascertain the true subject of the material being cataloged. This concept of “abruptness” should never be far from a subject cataloger’s thoughts. Thus, it should be very clear to a cataloguer about a book that what it is about. We have seen that many times the subject of a work is readily determined. For example; “Hummingbirds” is obviously the subject of a book entitled *The Complete Book of Hummingbirds*. In others cases the subject is not so easy to discern, because it may be a complex one or the author may not express it in a manner clear to someone unfamiliar with the subject. The subject of a work cannot always be determined from the title alone, which is often uninformative or misleading. A book entitled *Great Masters in Art* immediately suggests the subject **Artists**, but closer examination may reveal the book to be only about painters, not about

artists in general. After reading the title page, the cataloger should examine the table of contents and skim the preface and introduction, and then, if the subject is still not clear, examine the text carefully and read parts of it, if necessary.

In the case of non-book materials, the cataloger should examine the container, the label, any accompanying guides, etc., and view or listen to the contents if possible. After this preliminary examination it is possible to determine the subject of a work. If the meaning of technical terminology is not clearly understood, reference sources should be consulted, not only an unabridged dictionary and general encyclopedia, but specialized reference books as well. Only when the cataloger has determined the subject content of a work and identified it with explicit words can the Sears List be used to advantage. The List is consulted to determine one of three possibilities. If the word the cataloger chose to describe the subject content of the work is an established heading in the List, then that heading should be assigned to the work. If the word the cataloger chose is a synonym or alternate form of an established heading in the List, then the cataloger gives up the word that first came to mind in favor of the term from the List. A third possibility is that there is no heading in the List for the subject of the work at hand, in which case the cataloger must formulate the appropriate heading, add it to the library's subject authority file with its attendant references, and then assign it to the work.

#### 8.4 Principles of Subject Headings

Many books are about more than one subject. In that case a second or third subject heading is necessary. Similarly, a subject heading should not be assigned for a topic that comprises less than one third of a work. So, as many as three specific subject headings in a given area may be assigned to a work, but if the work treats of more than three subjects, then a broader heading is used instead and the specific headings are omitted. For example, a work about snakes and lizards, would be assigned the headings **Snakes** and **Lizards**. If the work also included material on turtles, a third heading **Turtles** would be added. But, if the work discussed alligators and crocodiles as well, the only subject heading assigned would be **Reptiles**.

Similarly, subject headings are used for materials that have definite, definable subjects. There are always a few works so indefinite in their subject content that it is better not to assign heading at all. Such a work might be a collection of materials produced by several individuals on a variety of topics or one person's random thoughts and ideas. If a cataloger cannot determine a definite subject, the reader is unlikely to find the item under a makeshift or general heading. The headings **Human behavior** and **Happiness**, for example, would be misleading when assigned to a book titled *Appreciation*, which is a personal account of the sources of the author's pleasure in life. The book has no specific subject and so it should be assigned no subject headings.

Following points should be kept in mind, as a general principle, while assigning subject headings

- **No more than three subject headings:** If a publication covers more than one area, a maximum of three headings may be used. If the subject area tends to be more than three topics, a general heading may be used.
- **Literary warrant:** Subject headings are assigned to books or other information materials with the purpose to use it in cataloguing and to reflect the topics covered in that particular item. Therefore, the terminology selected for formulating a subject heading must be reflecting the terminology used in current literature
- **Exhaustively and subject depth:** While assigning a subject heading it should be noted that the formulated subject heading represents all the concept covered in that particular



book/bibliographic record. Similarly, number of subject headings should also be determined that will determine the depth of subject.

- **Uniform headings:** The subject headings should be uniform so that all the materials on a topic can be retrieved together. Further, references to headings are made from synonyms and alternative forms. Thus, bringing uniformity a cataloguer should consider; standard language dictionaries, terms in general use instead of technical terms and jargons, and unbiased terminologies.
- **Unique heading:** The subject heading should be unique and represent only one topic. However, if a heading needs to represent more than one concept then a scope note should be provided.
- **Specific entry:** The subject heading should be represented via specific term rather than broader or generic term that encompasses it. For example, for a work on Pakistani drama the heading should be Pakistan drama not Pakistani literature or not drama.
- **Consistency:** Cataloguer should maintain consistency in form and structure among similar headings because it promotes predictability for subject heading users.

## 8.5 Types of Subject Headings

There are four types of subject headings: topical headings, form headings, geographic headings, and proper names.

### 8.5.1 Topical Headings

Topical subject headings are simply the words or phrases for common things or concepts that represent the content of various works. In choosing the word or phrase that makes the best subject heading several things should be considered. The first and most obvious is the literary warrant, or the language of the material being cataloged. The word most commonly used in the literature is most likely the word that best represents the item cataloged. If nine out of ten books on the subject use the phrase “Gun control,” there is no reason to use any word or phrase other than “Gun control” as a subject heading. Second consideration is the common usage of language. Similarly, when a single word has several meanings, that word can be used as a subject heading only when it is somehow rendered unambiguous.

### 8.5.2 Form Headings

The second kind of heading that is found in a library catalog is the form heading, which describes not the subject content of a work but its form. In other words, a form heading tells us not what a work is about but what it is. Form in this context means intellectual form of the materials rather than the physical form of the item such as non-book materials. These include; Almanacs, Directories, Gazetteers, and Encyclopedias and Dictionaries. Other form headings are the names of literary forms and genres. Headings for the major literary forms (Fiction, Poetry, Drama, and Essays) are usually used as topical subject headings. As form headings they are used for collections only rather than for individual literary works.

### 8.5.3 Geographic Headings

Many works in a library’s collection are about geographic areas, countries, cities, etc. The appropriate subject heading for such a work is the name of the place in question. Geographic headings are the established names of individual places, from places as large as Africa to places as small as Walden Pond (Mass.). They signify not only physical places but also political

jurisdictions. These headings differ from topical subject headings in that they refer to a unique entity rather than to an abstraction or category of things.

#### **8.5.4 Proper Names**

Still other materials in a library's collection are about individual persons, families, corporate bodies, literary works, motion pictures, etc. The appropriate heading for such material is the unique name of the entity in question. The three major types of name headings are personal names, corporate names, and uniform titles.

### **8.6 Grammar of Subject Headings**

While many subject headings are simple terms like *Reptiles* or *Electricity*, other subjects can be very complex, in some cases involving several levels of subdivision. In order to construct subject headings consistently the cataloger should understand the grammar of subject headings. Thus, the following points should be kept in mind at the time of constructing subject headings.

#### **8.6.1 Single Nouns**

A single noun is the ideal type of subject heading when the language supplies it. Such terms are not only the simplest in form but often the easiest to comprehend. A choice must be made between the singular and plural forms of a noun. The plural is the more common, but in practice both are used. Abstract ideas and the names of disciplines of study are usually stated in the singular, such as *Biology* or *Existentialism*. An action, such as *Editing* or *Fraud*, is also expressed in the singular. Headings for concrete things are most commonly in the plural form, when those things can be counted, such as *Playgrounds* or *Children*. Concrete things that cannot be counted, such as *Steel* or *Milk*, obviously remain in the singular. In most cases common sense can be relied upon. In some instances, both the singular and the plural of a word can be subject headings when they have two different meanings, such as *Theater* for the activity and *Theaters* for the buildings. In the case of *Art* and *Art*, the one means the arts in general, while the other means the fine and decorative arts specifically.

#### **8.6.2 Compound Headings**

Subject headings that consist of two nouns joined by "and" are of several types. Some headings link two things because together they form a single concept or topic, such as *Bow and arrow* or *Good and evil*; because they are so closely related they are rarely treated separately, such as *Forests and forestry* or *Publishers and publishing*; or because they are so closely synonymous that they are seldom distinguished, such as *Cities and towns* or *Rugs and carpets*. Other headings that link two words with "and" stand for the relationship between the two things, such as *Church and state* or *Television and children*. Compound headings of this type should not be made without careful consideration. Often there is a better way to formulate the heading. A heading like *Medicine and religion*, for example, is less accurate than the form established in Sears, which is *Medicine—Religious aspects*.

#### **8.6.3 Adjectives with Nouns**

Often a specific concept is best expressed by a noun with an adjective, such as *Unemployment insurance* or *Buddhist art*. In the past the expression was frequently inverted (Insurance, Unemployment; Art, Buddhist). There were two possible reasons for inversion: 1) an assumption was made that the searcher would think first of the noun; or 2) the noun was placed first in order

to keep all aspects of a broad subject together in an alphabetical listing, as in a card catalog. In recent years these arguments have been abandoned in favor of the direct order because users have become more and more accustomed to searching in the order of natural language. The only headings that have been retained in Sears in the inverted form are proper names, including the names of battles and massacres.

#### **8.6.4 Phrase Headings**

Some concepts that involve two or more elements can be expressed only by more or less complex phrases. These are the least satisfactory headings, as they offer the greatest variation in wording, are often the longest, and may not be thought of readily by either the maker or the user of the catalog, but for many topics the English language seems to offer no more compact terminology. Examples are: *Insects as carriers of disease* and *Violence in popular culture*.

#### **8.6.5 Subdivisions**

Specific entry in subject headings is achieved in two basic ways. The first, as noted above, is the creation of narrower terms as needed. The second is the use of subdivisions under an established term to designate aspects of that term, such as *Birds—Eggs* or *Food—Analysis*, or the form of the item itself, such as *Agriculture—Bibliography*.

#### **8.6.6 Topical Subdivisions**

Topical subdivisions are those subdivisions that bring out the aspect of a subject or point of view presented in a particular work. A work may be a history of the subject, as in *Clothing and dress—History*; or it may deal with the philosophy of the subject, as in *Religion—Philosophy*; research in the field, as in *Oceanography—Research*; the laws about it, as in *Automobiles—Law and legislation*; or how to study or teach the subject, as in *Mathematics—Study and teaching*. The advantage of subdivisions over phrase headings for complex subjects is that uniformity can be more readily achieved with subdivisions. Once the subdivisions have been established, they can be appended to any applicable subject heading without guessing or straining the language for a suitable phrase. Subject strings with topical subdivisions can be read backwards: *Clothing and dress—History*, for example, means the history of clothing and dress, and *Oceanography—Research—Ethical aspects* means ethical aspects of research in the field of oceanography.

#### **8.6.7 Geographic Subdivisions**

Another aspect of subjects that can be brought out in subdivisions is geographic specificity. The unit used as a subdivision may be the name of a country, state, city, or other geographic area. A topical heading with a geographic subdivision means simply that topic in a particular place. For example, *Bridges—France* is the appropriate subject string for a work on bridges in France, and *Agriculture—Ohio* for a work on agriculture in Ohio.

#### **8.6.8 Chronological Subdivisions**

In any catalog, large or small, there will be many works on American history. If these works are all entered under the general heading **United States—History**, the library user is required to look through many entries to find materials about any specific period of American history. Chronological subdivisions, which correspond to generally accepted periods of a country's history or to the spans of time most frequently treated in the literature, make such a search much simpler by bringing together all works on a single period of history, such as *United*

*States—History—1945-1953*. If a chronological period has been given a name, this name is included in the heading following the dates, as in *United States—History—1600-1775, Colonial period*.

### **8.6.9 Form Subdivisions**

The most common item found in a library is an expository prose treatise on a subject. Many works, however, present their material in other forms, such as lists, tables, maps, pictures, etc. Form subdivisions specify the form an item takes. Like form headings they tell what an item is rather than what it is about. Some of the most common form subdivisions are *Bibliography*; *Catalogs*; *Dictionaries*; *Directories*; *Gazetteers*; *Handbooks, manuals, etc.*; *Indexes*; *Maps*; *Pictorial works*; *Portraits*; *Registers*; and *Statistics*. Topical headings with form subdivisions, such as *Children's literature—Bibliography* or *Geology—Maps*, render such works retrievable by form and separate them from expository treatises.

### **8.6.10 Biography**

Discussions of biography as a form of writing are given the topical subject heading *Biography as a literary form*. Works that are themselves biographies are given either the form heading *Biography* or the form subdivision *Biography*. Such works are considered herein two groups, collective biographies and individual biographies.

### **8.6.11 Literature**

The field of literature presents special difficulties in cataloging because it includes two distinct types of material. The first consists of works about literature, and such works are assigned topical subject headings for whatever they are about. The second consists of literary works themselves, and those works are assigned form headings to describe what the item is rather than what it is about.

#### ***Works about Literature***

The subject headings for works about the various literary forms are the headings for those forms, such as *Drama*, *Fiction*, and *Poetry*. A work about poetry is simply given the heading *Poetry*. Topical subdivisions are added to such headings as needed. A work about the history of poetry or about the criticism of poetry would be entered under *Poetry—History and criticism*. A work about the technique of writing plays would be entered under *Drama—Technique*. Form subdivisions may also be used under these headings to indicate the form the work takes, such as *Drama—Dictionaries* or *Poetry—Indexes*.

#### ***Literary Works***

Items that are literary works themselves are of two types: collections of several authors, or anthologies, and works by a single author, or individual literary works. Literary anthologies are given a heading for the most specific literary form that includes every item in the anthology. Very general anthologies are given broad headings, such as *Literature—Collections*; *Poetry—Collections*; or *Drama—Collections*. Anthologies of national literature and the forms of national literatures are given the headings for those literatures or forms with the subdivision *Collections*, such as *American literature—Collections* and *Italian poetry—Collections*. Headings for minor literary genres, such as *Science fiction* or *Pastoral poetry*, are usually assigned to anthologies without any subdivision.

### **8.7 Self-assessment Questions**

- Q.1 Define subject heading and discuss its use in libraries.
- Q.2 Discuss the types and grammar of subject headings with suitable examples.

### **Activity**

Visit various university libraries and identify the schemes used for subject headings in those libraries.

## UNIT NO. 9

### SEARS LIST OF SUBJECT HEADINGS: PRACTICE

The Sear's List of Subject Headings uses the labels **BT**, **NT**, **RT**, **SA**, and **UF** for broader terms, narrower terms, related terms, See Also, and Used for respectively. A List of Canceled and Replacement Headings was added to facilitate the updating of catalogs. The following exercises will enable you to understand meaning and use of *scope note* and various terms like UF, SA, BT, NT and RT.

#### Exercise: 1

Please mention the various parts of a work or book and other information sources to be consulted for determining the major subject(s) of that work or book.

Answer:

#### Exercise 2:

This exercise will help you to follow the **USE** direction or See reference for selecting the preferred term from un-preferred term.

e.g.     Demography  
              USE Population

Please assign the appropriate terms or subject headings for the following terms:

- |                                |                      |
|--------------------------------|----------------------|
| 1. Beasts                      | 2. Ethnic identity   |
| 3. Fashion industry            | 4. Greenhouse effect |
| 5. Health policy               | 6. Journals          |
| 7. Mail service                | 8. Maize             |
| 9. Media                       | 10. Narcotic abuse   |
| 11. Olympics                   | 12. Patriotic songs  |
| 13. People's Republic of China | 14. Puppies          |
| 15. Robotics                   | 16. Social behavior  |
| 17. Taxes                      | 18. Tourism          |
| 19. University libraries       | 20. Voting           |

#### Exercise 3:

This exercise will enable you to know about the concept of **UF** (Used for) instruction given under various preferred terms i.e. Subject headings printed in bold face font followed by non-preferred terms which are not to be assigned for subject headings and are printed in light face font.

e.g. **Adult education** (May subdiv. geog.)

UF     Education of adult  
         Lifelong education

Please pick up the non-preferred terms printed in light face font given under following preferred terms or subject headings printed in bold face font:

- |                   |                             |
|-------------------|-----------------------------|
| 1. Aesthetics     | 2. African American authors |
| 3. Africans       | 4. Age                      |
| 5. AIDS (Disease) | 6. Cancer                   |
| 7. Child artists  | 8. Country life             |

9. Eating customs
11. Microforms
13. National songs
15. Pensions
17. Physicians
19. Psychology

10. Ecology
12. Music
14. Nuclear energy
16. Periodicals
18. Poor
20. Social psychology

#### **Exercise 4:**

It will enable you to make use of SA (See also) reference for assigning more specific and narrower terms i.e. subject headings for a work.

e.g. Comparative psychology

UF Animal psychology and Psychology, Comparative

SA Types of animals with the subdivision Psychology, e.g. Dogs – Psychology [to be added as needed] So one can make as needed e.g. Cats - Psychology, Elephants - Psychology

Please build up at least 2 to 3 specific or narrower subject headings on the basis of instructions given in **SA** reference under following subject headings:

- |                        |                            |
|------------------------|----------------------------|
| 1. Animals             | 2. Domestic animals        |
| 3. Environment         | 4. Interpersonal relations |
| 5. Law                 | 6. Marketing               |
| 7. Motion pictures     | 8. Mountains               |
| 9. Painting            | 10. Pensions               |
| 11. Periodicals        | 12. Persons                |
| 13. Philosophy         | 14. Photographs            |
| 15. Plants             | 16. Political parties      |
| 17. Political refugees | 18. Political science      |
| 19. Psychology         | 20. Religion               |

#### **Exercise 5:**

This enable you to know the concept of **BT** (Broader term(s)) of a particular subject heading.

e.g. Hinduism (May subdiv. geog.)

BT Religions

Please pick up the broader term(s) given under the following subject headings:

- |                          |                             |
|--------------------------|-----------------------------|
| 1. Astronomy             | 2. Divorce                  |
| 3. Internet resources    | 4. Labor economics          |
| 5. Marriage              | 6. Natural gas              |
| 7. Physics               | 8. Planets                  |
| 9. Renaissance           | 10. Social conditions       |
| 11. Sociology            | 12. Surgery                 |
| 13. Surveys              | 14. Sustainable development |
| 15. Television           | 16. Vital statistics        |
| 17. Vocational education | 18. War poetry              |
| 19. World history        | 20. World politics          |

**Exercise 6:**

This exercise will help you to know the concept of **NT** (Narrower term(s)) of a given subject heading.

e.g. Buddhism (May subdiv. geog.)

NT      Zen Buddhism

Please list the **NT** given under the following subject headings:

- |                             |                     |
|-----------------------------|---------------------|
| 1. Apes                     | 2. Arthritis        |
| 3. Fasting                  | 4. Fear             |
| 5. Meat industry            | 6. Mountains        |
| 7. Museums                  | 8. Naturalists      |
| 9. Nobility                 | 10. North America   |
| 11. Nuclear energy          | 12. Nucleic acids   |
| 13. Optical storage devices | 14. Parks           |
| 15. Patients                | 16. Precious stones |
| 17. Primates                | 18. Shopping        |
| 19. Sign language           | 20. Tumors          |

**Exercise 7:**

This exercise will help you to understand the concept of **RT** (Related term) given under a particular subject heading.

e.g. Medicine (May subdiv. geog.)

....

....

RT      Diseases  
           Medical care  
           Medical personnel  
           Physicians

Please pick up the **RT** (Related terms) given under following subject headings:

- |                     |                         |
|---------------------|-------------------------|
| 1. Anthropology     | 2. Blind                |
| 3. Capital          | 4. Employees            |
| 5. Geology          | 6. Labor                |
| 7. Libraries        | 8. Minorities           |
| 9. Politics         | 10. Preschool education |
| 11. Public health   | 12. Punishment          |
| 13. Religion        | 14. Ships               |
| 15. Social problems | 16. Teaching            |
| 17. Technology      | 18. Teenagers           |
| 19. Terrorism       | 20. Theology            |



**Exercise 8:**

It will help you to assign proper subject headings for the particular titles by following the principles of SLSH.

	<u><b>Title</b></u>	<u><b>Subject heading</b></u>
e.g. 1.	What is civilization?	Civilization
2.	Dogs are the domestic animals.	Dogs

Please assign appropriate subject headings for the following titles:

- |   |                                 |
|---|---------------------------------|
| 1. Excitement of birds viewing: Especially robins | 2. Principles of psychology     |
| 3. How to use lifts?                              | 4. Theory of economics          |
| 5. Importance of education                        | 6. Books are very useful        |
| 7. Why animals are dangerous?                     | 8. Value of milk                |
| 9. Why water is so important?                     | 10. Colors are really beautiful |
| 11. Theory of cataloguing                         | 12. Popularity of Chinaware     |
| 13. Theory of scientific management               | 14. Role of women               |
| 15. Mathematics subject is very difficult         |                                 |

**Exercise 9:**

This exercise will help you to know the use of four types of subject headings such as 1. Topical headings, 2. Form headings, 3. Geographic headings and 4. Names or proper nouns.

- e.g. 1. Physics, Chemistry, Labor not Labour, Blacks not Negroes, etc.  
 2. Almanacs, Atlases, Bibliography, Poetry, Drama, Nepali poetry, etc.  
 3. Asia, South Asia, Nepal, Kathmandu valley, Lalitpur, etc.  
 4. Shakespeare, William, 1564- 1616, Kathmandu University, Bagmati river,

Please assign suitable subject headings for the following titles using various types of headings as mentioned above:

- |                                       |   |
|---------------------------------------|---|
| 1. An introduction to philosophy      | 2. Theory of marketing                      |
| 3. Problem of liquor in our society   | 4. An introduction to mental depression     |
| 5. Importance of gazetteers           | 6. Atlases are very useful                  |
| 7. How to develop various directories | 8. How to write beautiful essays            |
| 9. Nepali poetry                      | 10. Impact of science fiction               |
| 11. China is progressing very rapidly | 12. Japan: a developed country              |
| 13. Parizat: a famous writer          | 14. Tribhuvan University at a glance        |
| 15. Holy river Bagmati: its cleaning  | 16. Popularity of Nepal Television          |
| 17. World Cup Football                | 18. Second World War                        |
| 19. Gulf War, 1991                    | 20. Terrorist attacks on September 11, 2001 |

**Exercise 10:**

This exercise will enable to know the grammar of subject headings listed in the SLSH.

**Single nouns:** e.g. Philosophy, Culture, Education, Science, etc. (Concept and abstract nouns in singular form) and Animals, Birds, Children, Fishes, Insects, Plants, Women etc. (Concrete nouns in plural form)

**Compound headings:** e.g. Banks and banking, Books and reading, Kings and rulers, etc.

**Adjective with nouns:** e.g. Black music, Decorative arts, Electronic books, Silent films, etc.

**Phrase headings:** e.g. Discrimination in employment, Freedom of speech, Violence in popular culture, etc.

Please assign suitable subject headings for the following titles following the grammar of the SLSH.

- |   |  |
|---|--|
| 1. What is religion?                          | 2. Importance of education                   |
| 3. Do you know about genocide?                | 4. Why we need law?                          |
| 5. Advancement of medical science             | 6. Value of books                            |
| 7. An introduction to computer                | 8. School life is very interesting           |
| 9. Duty of doubt                              | 10. Role of universities                     |
| 11. Skins are very useful                     | 12. Relation between philosophy and religion |
| 13. Effects of TV among children              | 14. Role of primary education                |
| 15. Need of economic aid                      | 16. Importance of medical ethics             |
| 17. Theory of biological anthropology         | 18. Importance of physical stamina           |
| 19. Everybody needs right to know             | 20. Need of sports for the disabled people   |
| 21. Chances of workplace violence             | 22. Impact of violence in television         |
| 23. Women's participation in the armed forces |  |
| 24. Portrayal of women in TV programs         |  |
| 25. Working parents' children                 |  |

### Exercise 11:

It helps you to assign necessary and specific subject headings for various types of works or books by using various types of subdivisions provided in the SLSH such as:

- Topical subdivisions:** History - Philosophy, Religion - History, Agriculture - Research
- Geographic subdivision:** Education - Nepal, Presidents - India, Nomads – China
- Chronological subdivisions:** Arts - 20th century, Literature - 19th century, Nepal - History - 1950 - 1990, Russia - History - 1917-1921, Revolution
- Form subdivisions:** Nepali literature - Bibliography, Geology - Maps, Philosophy - Dictionaries, Industries - Statistics, Photography - Handbooks, manuals, etc., Artists - Directories, Bible - Pictorial works, Management - Periodicals, etc.
- Geographic headings subdivided by topic:** Nepal - Population, Japan - History, India - Politics and government, Kathmandu - Climate, etc.

Please assign suitable subject headings for the following titles by using various types of subdivisions as shown above:

- |   |                                      |
|---|--------------------------------------|
| 1. History of coins                         | 2. Philosophy of science             |
| 3. Educational research                     | 4. Encyclopedia of sports            |
| 5. 20th century Nepali paintings            | 6. World history of 19th century     |
| 7. History of Japan after 1952              | 8. Human rights yearbooks            |
| 9. Maps of poverty of Nepal                 | 10. Dictionary of medical science    |
| 11. Bibliography of technology              | 12. Telephone directory of Nepal     |
| 13. Educational statistics of China         | 14. Photographs of flowers of Japan  |
| 15. Kings of Nepal                          | 16. History of Bangladesh            |
| 17. Population of Tokyo                     | 18. Social life in USA               |
| 19. Migration in Canada                     | 20. Political situation in Nepal     |
| 21. Migration of birds                      | 22. Study of geography               |
| 23. Photographs of earthquake of Nepal 2072 | 24. Abortion: its ethical aspect     |
| 25. Training of dogs for the blind          | 26. History of British Rule in India |

### Exercise 12:

This exercise enables you to assign subject headings for biography as a form and for collective and individual biographies.

- e.g.
1. **Biography as a literary form** for a book entitled "How to write a biography".
  2. **Biography for a book** entitled "Biographies of famous persons of the world"
  3. **Asia - Biography** for a book entitled "Who's who in Asia"
  4. **Women - Biography** for a book entitled "Life histories of the famous women"
  5. **Shakespeare, William, 1564 - 1616** for a book entitled "Life of William Shakespeare"

Please assign suitable subject headings for the following titles:

1. Technique of writing a personal life history
2. Who's who in Nepal 3. Who's in Bhutan
4. Biography of a particular religion
5. Biography of Hinduism
6. Biographies of football players
7. Life histories of famous women politicians
8. World famous artists
9. Autobiographies of famous musicians
10. Biographies of prominent Nepali authors
11. Black women: their struggle full life histories
12. Life and work of Dr. B. R. Ambedkar
13. Jawaharlal Nehru: an autobiography
14. Life of B. P. Koirala
15. Karl Marx: a biography
16. Tragic life of Che Guevara
17. Biographies of famous kings of the world
18. The great poet: Laxmi Prasad Devkota
19. The famous Nepali author: Parizat
20. Life of Maxim Gorky

### Exercise 13:

It will help you to assign proper subject headings for works or books on subjects like language and literature.

#### 1. Language:

- e.g.
1. **Language and languages** for a book on various aspects of a language
  2. **English language** for a book on English language
  3. **Children - Language** for a book on language used by children
  4. **Nepal - Languages** for a book on languages used in or of Nepal
  5. **Nepali language** - Grammar for a book on grammar of Nepali language
  6. **Hindi language** - Dictionaries - **Nepali and Nepali language** - Dictionaries - **Hindi** for a book on bi-lingual dictionary such as **Hindi - Nepali dictionary**

Please assign suitable subject headings for the following titles:

1. What is a language?
2. Popularity of French language
3. Chinese language is very difficult
4. Language of the teenagers
5. Languages of India
6. German grammar

7. The Oxford modern English dictionary      8. New standard dictionary: English-Nepali

## 2. Literature:

- e.g.      **1. Literature** for a book about literature  
         **2. Literature - History and criticism** for a book on the history or criticism of literature  
         **3. Poetry** for a book about poetry  
         **4. Nepali literature** for a book about Nepali literature  
         **5. English drama** for a book about English drama  
         **6. Literature - Collections** for a collection of literary works by several authors  
         **7. Japanese poetry** - Collections for a collection of Japanese poetry by several poets

## Self-assessment Questions

Assign suitable subject headings for following titles:

1. Literature enriches our life
2. History of literature
3. Theory of literary criticism
4. History of Sanskrit literature
5. History of Bengali poetry
6. Collection of Nepali wit and humor
7. Collection of romantic stories
8. Popularity of Urdu fiction
9. How to write good essays?
10. Collection of Pakistani essays

## Activity

Visit any nearby university library and verify your answers to self-assessment questions with help of catalogue of that library.